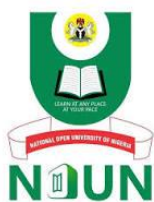**COURSE
GUIDE**

**EGC 801
PRINCIPLES OF GUIDANCE AND COUNSELLING**

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INTRODUCTION

EGC: 801 - is a two-credit unit course titled PRINCIPLES OF GUIDANCE AND COUNSELLING. In this course you will learn the following: the meaning of guidance and counselling as you trace its historical development; the guidance principles and services; processes of counselling; characteristics of counsellors; paradigm shift in counselling; certification; professionalism in counselling; counselling for target groups and ethical issues in counselling.

**MAIN
COURSE**

CONTENTS

MODULE 1   THE MEANING OF GUIDANCE AND COUNSELLING

The Meaning of Guidance and Counselling
According to encyclopaedia Britannica, by name counselling and guidance is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby helping to achieve an optimal level of personal happiness and social usefulness

Unit 1   What is Guidance and Counselling?
Unit 2   Differences Between Guidance and Counselling
Unit 3   Historical Development of Guidance and Counselling in the Ancient Time
Unit 4   Guidance and Counselling in American Education
Unit 5   Guidance and Counselling in Nigeria

Unit Structure

1.1   Introduction
1.2   Intended Learning Outcomes
1.3   Guidance Counselling
1.4   What is Guidance
1.5   What is Counselling?
1.6   Summary
1.7   References/Further Reading/Web Resources

1.1   Introduction

The definition of the terms guidance and counselling has been a task to researchers and practitioners in the field. A survey of the plethora of literature available on the subject shows that each definition conveys the subjective biases and nuances of its author. While some writers use the terms in their generic sense, others derive their definitions from the root words 'guide' and counsel. This unit focuses specifically on the definition of Guidance and Counselling, explaining what we mean by the two terms. Let us look at what you should learn in this unit.

1.2   Intended Learning Outcomes

By the end of this unit, you will be able to:
•   discuss Guidance
•   describe Counselling.

1.3   Guidance Counselling

Guidance counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities to achieve an optimal level of personal happiness and social usefulness. The concept of <u>counselling</u> is essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his own destiny and, second, that the relatively mature and experienced members of the <u>community</u> are responsible for ensuring that each person's choice shall serve both his own interests and those of society. It is <u>implicit</u> in the philosophy of counselling that these objectives are complementary rather than conflicting. The function of those who guide children and young people is not to affect a compromise between the requirements of individuals on the one hand and the demands of the community on the other. It is rather to orient the individual toward those opportunities afforded by his <u>environment</u> that can best guarantee the fulfilment of his personal needs and <u>aspirations</u>.

Guidance, in this sense, is a <u>pervasive</u> activity in which many persons and organisations take part. It is afforded to individuals by their parents, relatives, and friends and by the community at large through various educational, industrial, social, religious, and political agencies and, particularly, through the press and broadcasting services. A part of such guidance may be the giving of information that enables others to increase the scope of their exploratory behaviour. The guidance <u>counsellor</u>, for example, may provide information about a person's own abilities and interests as determined by psychological tests or about educational opportunities and the requirements of various occupations. The competent counsellor does not attempt to solve people's problems for them, however; the counsellor tries instead to clarify the person's own thinking. Professional <u>counsellors</u> and counselling psychologists are commonly found in institutional settings such as high schools and colleges, private industry, community agencies, prisons, and the military, as well as in private practice. They are often called on to help individuals deal with the grief of unexpected tragedies.

https://www.britannica.com/editor/The-Editors-of-Encyclopaedia-Britannica/4419

1.4   What is Guidance

The American Personnel and Guidance Association (1967) defines Guidance as an organised effort of a school to help the individual child to

develop his maximum potential. Benard and Fulllmer (1977) on their part consider Guidance as the formal and informal effort to guide youths into the future while Ipaye (1983) sees guidance as a generic label, an umbrella term that covers all the means whereby an instruction identifies and responds to the needs of pupils or students no matter the nature of the need and no matter its sources thereby helping the child to develop to his/her maximum potential. Another leading researcher, Rao (1981) looks at Guidance as the assistance given to individual in making intelligent choices and adjustments. Okon (1984) tends to agree with Rao when he defined guidance as a total programme of a number of highly specialised activities implemented by all staff members to help individuals make wise, intelligent choices and decisions.

Shertzer and Stone (1976) provide one of the most esoteric definitions of Guidance. They define guidance as the process of helping individuals to understand themselves and their world. According to them, Guidance as a process denotes not a single event but involves a series of actions or steps progressing towards a goal. By helping it is meant assisting or aiding individuals to prevent, remedy or ameliorate their difficulties and situational crisis. In the words of Ipaye (1983:1) 'help' does not mean and should not be taken to mean handling decisions, orders or a plan package down to the person who needs help, rather it means helping that person to sharpen his or her perception of issues at hand with a view to facilitating his or her getting into grips with the issue. Individuals in their definitions refer specifically to normal pupils in a school setting who need help with events and concerns that take place during normal development. Understanding themselves and their world means that these pupils come to know who they are as individuals, become aware of their personal identity and experience their world more deeply and completely.

From the above definitions, the following salient points emerge.
1.   Guidance is a helping relationship.
2.   It is a total school programme provided   for pupils by teachers, administrators, guidance specialists and other school personnel on a continuous basis.
3.   It is aimed at assisting the individual to understand and accept himself and his world thereby becoming a more effective, more productive and happier human being.
4.   It takes place with normal people who may be experiencing situational crisis.

1.5   What is Counselling?

Counselling has been defined in different ways by different authors. Shertzer Stone (1976) have defined counselling as a learning process in which individuals learn about themselves, their interpersonal

relationships and behaviours that advance their personal development. In the same vein, Dustin and George (1973) define counselling as a learning process designed to increase adaptive behaviour and to decrease maladaptive behaviour. On his part, Perez (1965) sees counselling as an interactive process conjoining the counselee who needs assistance and the counsellor who is trained and educated to give this assistance. Through his communication of feelings of respect, tolerance, spontaneity and warmth, the counsellor initiates, facilities and maintains the interactive process.

The American Guidance Services Inc. defines Counselling as the process in which an experienced and trained person assists a second person to:

- understand himself and his opportunities;
- make appropriate adjustments and decisions in the light of his understanding;
- accepts the responsibility for the choice, and
- follow a course of action in harmony with his choice.

Lewis (1970:10) describes counselling as a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through interaction which an involved person (the counsellor) who provides information and reactions which simulate the client to develop behaviours which enable him to deal more effectively with himself and his environment.

Thompson and Poppen (1972) define counselling as a person-to-person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved Carl Rogers, founder of client-centred psychotherapy, views counselling as the process by which the stricture of the self is relaxed in the safety of the client's relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self.

Gustad (1953) provides one of the most comprehensive definitions of counselling indicating not only its scope but also its functions. In his view, counselling is a learning oriented process, carried on in a simple, one to one social environment, in which the counsellor, professionally competent in relevant psychological skills and knowledge seeks to assist the client, by method appropriate to the latter's needs and within the context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of the society.

Self-Assessment Exercise

1)   What is Counselling?

Counselling is a learning process in which individuals learn about themselves, their interpersonal relationships and behaviours that advance their personal development. In the same vein, counselling can be defined as a learning process designed to increase adaptive behaviour and to decrease maladaptive behaviour.

Counselling can also be defined as an advice given to (a person) on social or personal problems, especially professionally and also it is the process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties.

2)   What is Guidance?

Guidance is advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority. It is advice or information provided by person of experience, to solve a problem or improve something. It is the process of helping individuals to discover and develop their potential. This need cannot be ignored.

3)   What is Guidance Counselling?

Guidance Counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities to achieve an optimal level of personal happiness and social usefulness.

Guidance is a total school programme provided for pupils by teachers, administrators, guidance specialist and other school personnel on a continuous basis. It is aimed at assisting the individual to understand and accept himself and his world thereby becoming a more effective, more productive and happier human being.

1.6   Summary

Guidance is a helping relationship and it takes place with normal people who may be experiencing situational crisis. It is evident that while some writer such as Gustad, Shertzer, Stone, Dustin and George emphasise the cognitive dimension of the subject matter of counselling, others such as Perez, Lewis and Rogers emphasise the affective component. With regard to the counselling process, the initial perception of counselling as a dyadic (one to one, face to face) relationship has evidenced, since the ascent of group procedures, to include more than one client in small, intimate and cohesive groups.

However, despite the discrepancies and differences in emphasis among the various writers, their opinion is unanimous that counselling has its basis a helping relationship that seeks to assist the individual in attaining self-understanding and self-direction.

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UNIT 2   DIFFERENCES BETWEEN GUIDANCE AND COUNSELLING

Unit Structure

2.1   Introduction

The terms Counselling and Guidance have generated controversies among authorities in the field regarding whether counselling and guidance reflect similar process activities or whether both terms should remain independent considering the fact that there exist some differences between the two. There are varied opinions among writers in this regard.

2.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- state the differences between Guidance and Counselling
- explain the relationship between Guidance and Counselling.

2.3   Differences between Guidance and Counselling

2.3.1 Differences Between Guidance and Counselling

A careful study of the available literature shows that professional opinion is not unanimous about the differences between guidance and counselling. Some writers such as Shertzer and Stone (1976) argue that distinctions between the terms frequently tend to be artificial, forced or contrived and theoretical rather than qualitative and practical in nature hence the terms should be used interchangeably. However, other writers such as Rao (1981) argue that although the two terms are in most respects similar and appear to be two sides of the same coin, subtle differences exist between

them. The following are some of the differences often cited by guidance workers.

1.   Guidance is an umbrella term which over a total school programme of activities and services aimed at assisting pupils to make and carry out satisfactory adjustment in life. On the other hand, counselling is one part of guidance services (the other being appraisal, placement, follow up, orientation, information, referral, etc). In the words of Shertzer and Stone, counselling is subsumed by the general term Guidance, in that it is one service within guidance rather than a synonym.

2.   Guidance is recommended for all students on a regular basis while counselling is for only those who are experiencing continuing or temporary problems that information alone will not resolve. Thus, counselling has a therapeutic function.

3.   Guidance attempts to modify behaviours and attitudes through the provision of accurate and usable data. Emphasis is on cognitive or intellective functioning. On the other hand, counselling attempts to change attitudes and behaviours by emphasising affective involvement.

4.   Another distinction often made between guidance and counselling is that while Guidance is primarily targeted at an individual or 'classroom size' group with a potential for self-direction but having a need for information, the focus of counselling, on the other hand, is primarily individual attention targeted at non-incapacitating problems related to a need for self-understanding.

5.   Guidance presupposes direction, and casts the client-counsellor relation as prescriptive and instructional with the counsellor as an authority figure, teacher and expert and the client as helpless, dependent, docile and passive whereas counselling views the client-counsellor relationship as a partnership that works with the client actively involved and taking responsibility for his actions and decisions.

6.   Guidance could be given by anybody (principal, teacher, priest, parent, trained school counsellor or any other school personnel) at any setting (school, market place, church, mosque, etc) using any medium of communication. (Audio visual, television, radio, bill board, etc). whereas counselling can only be given by a trained counsellor in a school or clinical setting on a face-to-face relationship.

However, despite the above differences, the general purpose of guidance and counselling are the same, which is, to effect a change in behaviour which permits the client to achieve realisation and self-direction and to live a more productive, happier and satisfying life.

Others regard counselling as an element of guidance. It is the later definition that persists today. Guidance is a generic helping strategy that encompasses a range of activities, of which counselling is one. Unlike counselling, the other activities are based on the helper's knowledge, skills and experience in a particular area.

2.3.2 Disparities/Differences between Guidance and Counselling

Counselling is an occasional process while guidance is a long-life process. In counselling, there is a problem to be solved, while in guidance, there is none.

In counselling, a professionally trained person is needed but in guidance, any adult of goodwill who has knowledge can guide.

In counselling, the client gives himself advice or the counselee has the answer to his/her problems. In guidance, the counsellor advices he client. Counselling is a healing process while guidance is an instructing process. Guidance is open or less private but counselling is confidential.

Self-Assessment Exercise

Mention and explain three differences between Guidance and Counselling?

Answer
a.   Guidance is an umbrella term while counselling is one part of guidance services
b.   Guidance is recommended for all students while counselling is for only those who are experiencing continuing or temporary problems
c.   Guidance attempts to modify behaviours and attitudes while counselling attempts to change attitudes and behaviours
a.   Guidance is an umbrella term which over a total school programme of activities and services aimed at assisting pupils to make and carry out satisfactory adjustment in life. On the other hand, counselling is one part of guidance services (the other being appraisal, placement, follow up, orientation, information, referral, etc). In the words of Shertzer and Stone, counselling is subsumed by the general term Guidance, in that it is one service within guidance rather than a synonym.
b.   Guidance is recommended for all students on a regular basis while counselling is for only those who are experiencing continuing or temporary problems that information alone will not resolve. Thus, counselling has a therapeutic function.

c.   Guidance attempts to modify behaviours and attitudes through the provision of accurate and usable data. Emphasis is on cognitive or intellective functioning. On the other hand, counselling attempts to change attitudes and behaviours by emphasising affective involvement.

A careful study of the available literature shows that professional opinion is not unanimous about the differences between guidance and counselling. While some writers such as Shertzer and Stone (1976) argue that distinctions between the terms frequently tend to be artificial, forced or contrived and theoretical rather than qualitative and practical in nature hence the terms should be used interchangeably, ether writers such as Rao (1981) argue that although the two terms are in most respects similar and appear to be two sides the same coin, subtle differences exist between them.

2.4   Summary

A careful study of the available literature shows that professional opinion is not unanimous about the differences between guidance and counselling. While some writers such as Shertzer and Stone (1976) argue that distinctions between the terms frequently tend to be artificial, forced or contrived and theoretical rather than qualitative and practical in nature hence the terms should be used interchangeably, ether writers such as Rao (1981) argue that although the two terms are in most respects similar and appear to be two sides the same coin, subtle differences exist between them.

Emphasis on the distinctions is an unnecessary controversy and should not be of interest to practitioners since the two terms are often used synonymously and they often collectively refer to processes of assisting individuals to cope with the problems. Generally, guidance is an ambiguous term and is viewed by some scholars as meaning a more active directed component of counselling, while others regard counselling as an element of guidance. It is the later definition that persists today. Guidance is a generic helping strategy that encompasses a range of activities, of which counselling is one. Unlike counselling, the other activities are based on the helper's knowledge, skills and experience in a particular area.

Self-Assessment Exercise
What are the differences between Guidance and Counselling?

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2.5   References/Further Reading/Web Resources

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2.6   Possible Answers to SAEs

What are the differences between Guidance and Counselling?
1.   Guidance is an umbrella term which over a total school programme of activities and services aimed at assisting pupils to make and carry out satisfactory adjustment in life. On the other hand, counselling is one part of guidance services (the other being appraisal, placement, follow up, orientation, information, referral, etc). In the words of Shertzer and Stone, counselling is subsumed by the general term Guidance, in that it is one service within guidance rather than a synonym.
2.   Guidance is recommended for all students on a regular basis while counselling is for only those who are experiencing continuing or temporary problems that information alone will not resolve. Thus, counselling has a therapeutic function.
3.   Guidance attempts to modify behaviours and attitudes through the provision of accurate and usable data. Emphasis is on cognitive or intellective functioning. On the other hand, counselling attempts to

change attitudes and behaviours by emphasising affective involvement.

4. Another distinction often made between guidance and counselling is that while Guidance is primarily targeted at an individual or 'classroom size' group with a potential for self-direction but having a need for information, the focus of counselling, on the other hand, is primarily individual attention targeted at non-incapacitating problems related to a need for self-understanding.

5. Guidance presupposes direction, and casts the client-counsellor relation as prescriptive and instructional with the counsellor as an authority figure, teacher and expert and the client as helpless, dependent, docile and passive whereas counselling views the client-counsellor relationship as a 'partnership that works with the client actively involved and taking responsibility for his actions and decisions.

UNIT 3   HISTORICAL DEVELOPMENT OF GUIDANCE AND COUNSELLING IN THE ANCIENT TIME

Unit Structure

3.1   Introduction
3.2   Intended Learning Outcomes
3.3   Historical Development
      3.3.1 Historical Development of Guidance & Counselling in the Ancient Time
3.4   Summary
3.5   References/Further Reading/Web Resources
3.6   Possible Answers to SAEs

3.1   Introduction

The word guidance literally is as old as man himself. In a bid to survive, man has all through the ages tried to find solution to his problems. In this case, man relied so much on the advice of others whom he believed had the know-how to render such a service. Uba (1990) states that "in the early civilisation the philosophers, priests or other representatives of the gods and religions assumed the function of advising and offering counsel".

According to George (2018) the history of guidance and counselling in Nigeria can be traced back to the 1960s. The first expansion of these two terms began in the primary and secondary schools shortly after independence. According to Adediran, the organised formula for guidance and counselling in Nigeria started at St. Theresa College in 1959. It was started by the reverend sisters who felt the need to guide secondary school leavers. They asked outsiders to consult with children about possible future professions.

The Federal Ministry of Education encouraged guidance and counselling development in schools by establishing a guidance and counselling unit in 1961. It was suspended later during the civil war but re-established shortly after the civil war. It was during that time that they introduced the new system of education – 63-3-4. The Federal Government finally recognised the importance of guidance and counselling at the end of the 1970s. According to the third National Development Plan, the main efforts were focused on manpower needs. Therefore, to achieve this goal, it was adopted to give the sense of fulfilment to the people. It led to the creation of the Counselling Association of Nigeria (CASSON). This organisation was connected with the American Personnel and Guidance

Association.

In 1981, the Federal Government of Nigeria acknowledged the need for guidance and counselling services. Soon, these two concepts were implemented to the National Policy of Education. It provided the possibility to establish the counselling units in universities and even in the ministries of education.

3.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the contribution of great Greek Philosophers to Guidance and Counselling
- mention one of the early Greek Counsellors who organised psychological insights
- describe major impetus in the development of guidance between 16th & 19th centuries
- narrate the historical development of Guidance and Counselling in the Ancient time.

3.3   Historical Development

3.3.1 Historical Development of Guidance & Counselling in the Ancient Time

It is not certain when guidance and counselling actually started as a field of human endeavour. However, Gibson and Mitchell (1981) report that perhaps the earliest search by man for a counsellor was when Eve reaped the consequences of eating the forbidden fruit in the garden of Eden. Since then, man has gone in search of assistance from beings adjudged to be "superior" whenever confronted with the unknown. From the earliest civilisations, fortune tellers (palmistry, philosophers, priests, diviners) and other representatives of the gods and religions have flourished in their role of advising and counselling their adherents.

Philosophers, priests and prophets featured prominently in the guidance process. They offered advice to those who came to them and made general and specific pronouncements on the good life and the world of work. The historical origins of guidance have also been identified in the thoughts and works of the great Greek philosophers who advocated the development of the individual through education so that each could fulfil roles reflecting their greatest potential for themselves and their society. One of such early 'Counsellors' was Plato who is credited as one of the first to organise psychological insights into a systematic theory. In his

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books, Plato not only espoused such question as 'What makes a man virtuous? - his inheritance, upbringing or his formal education? How can children be most effectively taught?', which techniques have been successfully used in persuading and influencing people in their decisions and beliefs?' but most importantly employed the dramatic methodology in dealing with these questions. His dramatic method set the way for, and is in fact the way, modern day counselling relationship in which the dynamics of human interactions (the characters are as important as what they say) come into play.

Aristotle, one of Plato's most distinguished students also contributed significantly to what has come to be known as psychology through his studies of people interacting with their environment and with others. Another major contributor to the counselling movement was Luis Vives who not only recognised the need to guide each person according to his attitudes and aptitudes but equally demanded that girls should be prepared for useful careers.

The Swiss educator Johann Pestalozzi (1746-1827) also contributed to the growth of guidance by persistently advocating that society could be reformed only to the extent that the individual in that society was helped to help himself develop.

Other philosopher- educators that contributed to the development of guidance include Luis Vives (1492-1540 BC), John Locke (1632-1704) and Jean Jacques Rouseau (1712 -1778).

Self-Assessment Exercise

Narrate the historical development of Guidance and counselling in the Ancient Time.

3.4   Summary

In this unit you have been introduced to the emergence of Guidance and Counselling in the ancient time, how it all started philosophers, priests, diviners and other representatives of the gods and religions have played a major role in advising and counselling people. Historically, guidance has its root in the early pre-Christian times in Greece.

Since the beginning of man, people have had problems or concerns that make it necessary for them to consult other oracles or ask people to pray for them, to advise them on what to do or to provide answers to their problems. It will be inappropriate to delve into the history of Guidance and Counselling in Nigeria without giving the background knowledge of the history and development of Guidance movement in both the ancient and the western world.

Self-Assessment Exercise

Described the historical development of Guidance and Counselling in the Ancient time.

3.6   References/Further Reading/Web Resources

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UNIT 4   GUIDANCE   AND   COUNSELLING   IN AMERICAN EDUCATION

Unit Structure

4.1   Introduction
4.2   Intended Learning Outcomes
4.3   Guidance and Counselling
       4.3.1 Guidance and Counselling in American Education
4.4   Summary
4.5   References/Further Reading/Web Resources

4.1   Introduction

The modern guidance and counselling started in America in the early part of the 20th Century. The American guidance movement resulted from the cumulative efforts and emphases of many persons and forces. Let us look at what you should learn in this unit as specified in the unit learning outcomes below.

A Brief History of School Guidance and Counselling in the United States The history of school counselling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counsellors were practiced by Catholic priests in the Middle Ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: The Universal Plaza of All the Professions of the World, (1626) written by Tomaso Garzoni. Nevertheless, formal guidance programs using specialised textbooks did not start until the turn of the twentieth century.

The factors leading to the development of guidance and counselling in the United States began in the 1890s with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labour outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. The social and political reformer Frank Parsons is often credited with being the father of the vocational guidance movement. His work with the Civic Service House led to the development of the Boston Vocation Bureau. In 1909 the Boston Vocation Bureau helped outline a system of vocational

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guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. By 1918 there were documented accounts of the bureau's influence as far away as Uruguay and China. Guidance and counselling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counsellor's agenda.

The United States' entry into World War I brought the need for assessment of large groups of draftees, in large part to select appropriate people for leadership positions. These early psychological assessments performed on large groups of people were quickly identified as being valuable tools to be used in the educational system, thus beginning the standardized testing movement that in the early twenty-first century is still a strong aspect of U.S. public education. At the same time, vocational guidance was spreading throughout the country, so that by 1918 more than 900 high schools had some type of vocational guidance system. In 1913 the National Vocational Guidance Association was formed and helped legitimize and increase the number of guidance counsellors. Early vocational guidance counsellors were often teachers appointed to assume the extra duties of the position in addition to their regular teaching responsibilities.

The 1920s and 1930s saw an expansion of counselling roles beyond working only with vocational concerns. Social, personal, and educational aspects of a student's life also needed attention. The Great Depression of the 1930s led to the restriction of funds for counselling programs. Not until 1938, after a recommendation from a presidential committee and the passage of the George Dean Act, which provided funds directly for the purposes of vocational guidance counselling, did guidance counsellors start to see an increase in support for their work.

After World War II a strong trend away from testing appeared. One of the main persons indirectly responsible for this shift was the American psychologist, Carl Rogers. Many in the counselling field adopted his emphasis on "nondirective" (later called "client-centred") counselling. Rogers published Counselling and Psychotherapy in 1942 and Client-Centred Therapy in 1951. These two works defined a new counselling theory in complete contrast to previous theories in psychology and counselling. This new theory minimised counsellor advice giving and stressed the creation of conditions that left the client more in control of the counselling content.

In 1958 the National Defence Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. Instituted primarily to stimulate the advancement of education in

science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including technical education, area studies, geography, English as a second language, counselling and guidance, school libraries, and educational media canters. Further support for school counselling was spurred by the Soviet Union's launching of Sputnik and fears that other countries were outperforming the United States in the fields of mathematics and science. Hence, by providing appropriate funding for education, including guidance and counselling, it was thought that more students would find their way into the sciences. Additionally, in the 1950s the American School Counsellor Association (ASCA) was formed, furthering the professional identity of the school counsellor.

The work of C. Gilbert Wrenn, including his 1962 book The Counsellor in a Changing World, brought to light the need for more cultural sensitivity on the part of school counsellors. The 1960s also brought many more counselling theories to the field, including Frederick Perl's gestalt therapy, William Glasser's reality therapy, Abraham Maslow and Rollo May's existential approach, and John Krumboltz's behavioural counselling approach. It was during this time that legislative support and an amendment to the NDEA provided funds for training and hiring school counsellors with an elementary emphasis.

In the 1970s the school counsellor was beginning to be defined as part of a larger program, as opposed to being the entire program. There was an emphasis on accountability of services provided by school counsellors and the benefits that could be obtained with structured evaluations. This decade also gave rise to the special education movement. The educational and counselling needs of students with disabilities was addressed with the passage of the Education for All Handicapped Children Act in 1975.

The 1980s saw the development of training standards and criteria for school counselling. This was also a time of more intense evaluation of education as a whole and counselling programs in particular. In order for schools to provide adequate educational opportunities for individuals with disabilities, school counsellors were trained to adapt the educational environment to student needs. The duties and roles of many counsellors began to change considerably.

Counsellors started finding themselves as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to special education teachers, especially after passage of the Americans with Disabilities Act in 1990.

The development of national educational standards and the school reform movement of the 1990s ignored school counselling as an integral part of a student's educational development. The ASCA compensated partially

with the development of national standards for school counselling programs. These standards clearly defined the roles and responsibilities of school counselling programs and showed the necessity of school counselling for the overall educational development of every student.

4.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- mention one of the factors that led to gestation and spread of guidance in America as cited by Traxler
- mention who organised the Boston Vocational Bureau and the dual role services
- explain the three-step counselling model formulated by "the father of guidance movement"
- narrate the guidance and counselling in American education.

4.3   Guidance and Counselling

4.3.1 Guidance and Counselling in American Education

Some authors have identified some factors that influenced the development of guidance services in America. Among these are those of Traxler (1957), Peter and Shertzer (1984) and Oladele (1986).

The factors that led to the gestation and spread of guidance in America as cited by Traxler (1957) were:
- The role played by philanthropists and humanitarian.
- Religion.
- Measurement movement.
- Social change.
  Peter and Shertzer (1984) on the other hand enumerated theirs as:
- The size of American schools and increase student number.
- The aims and principles of guidance being similar to the American ideas
- The buoyant nature of the American economy and the support of the Federal Government.
- Emphasis by Americans on the use of professional and specialists. There are some similarities in the ones highlighted by Oladele (1986) and those mentioned earlier. Those by Oladele (1986) are;
- The pervasive concept of individualism.
- The incentive to exercise one's talent to the best of one ability.
- Awareness of an attempt to solve many social problems especially among the youth.

- The affluent system of economy and the genuine concern about the complexity of career-choice problems; and
- The fact that the society is child-cantered.

In the early part of the 20th century, there were acute farmland problems, rise of sites, immigration, politics, corruption, growth of new wealth etc (Iwuama, 1991:12). The government was alerted by some humanitarian and philanthropic organisations on the dangers of the prevailing abuse in child labour and corruption among the youth. Thus, there was an urgent need to save the society from this problem by providing education for children and youth and protecting their health and morals. It was through such movements and appeals that organised guidance services began.

The introduction of modern-day guidance into American educational system is often associated with Frank Parsons who in 1908 founded the Boston Vocational Bureau to advise young people seeking jobs and to train teachers as career masters. In his book 'Choosing a Vocation' published 1909, Parson developed a tripartite model of vocational choice which later came to be known as the trait and factor theory. In his view, for an individual to make a wise vocational choice, he must first undertake an extensive self-study to understand his abilities, aptitudes, interests, resources and limitations. A second step is to gain an insight into the requirements and conditions of success, hazards, opportunities and prospects, salary and fringe benefits, among others in various lines of work. A third and final step is a true reasoning culminating in a wise choice based on the relations of these two groups of facts.

In addition to Frank Parsons, other notable early contributors to the growth of guidance in American education were Jesse David, Eli Weaver and David Hill, among others. In 1907, Jesse Davis as Principal of Grand Rapids, Michigan High School devoted a weekly period in English composition to vocational and moral guidance of youths and it was he who first used the term counselling. His approach to vocational guidance was similar to that of Parsons, that is, occupational choice based on self-study and the study of occupations. At about the same time, Eli Weaver established teacher guidance committees in every school in New York City to assist child labourers leaving school in unfavourable conditions to rediscover and harness their capacities for gainful employment. However, it was Stanley Hall who started the first psychological laboratory in USA in 1883.

The growth of the guidance movement was also aided in the first quarter of the 20th century by the development of standardised group intelligence tests and the mental measurement movement. As early as 1890, James Cattel had published an article in which the term 'mental test' was first used in the psychological literature and in 1896, the French psychologist-

Alfred Binet and his collaborator V. Henri wrote an article describing tests measuring complex mental processes. In 1905 Alfred Binet and his associate, Theodore Simon published the first general intelligence scale which Lewis Terman and his colleagues in Stanford University revised and standardised for American schools in 1916. During World War 1, the need to employ psychology in the screening and classification of volunteers and recruits led to the development of the first group intelligence scale, the Army Alpha and its equivalent form, the Army Beta. At the end of the war, these were revised and turned over for civilian use. The possibility of group tests for pupil assessment with its numerous advantages therefore gave vent to the widespread use of these tests in education during the period following the War. The mental measurement movement gave impetus to the ascendance of guidance because it emphasized that if one is to work with an individual, information about that individual must be generated systematically and intelligently used.

The formation of the National Vocational Guidance Association (NVGA) in 1913 and the subsequent publication in 1915 of the first guidance Journal 'Vocational Guidance' also aided the growth of the guidance movement of America. In 1952, owing to the increase members of NVGA, the diversity of members interest and specialisation and the proliferation of personnel association, the NVGA was merged with other similar association to form the American Personnel & Guidance Association (APGA) with a membership of about thirty-six thousand spread into twelve specialised divisions. The association published the personnel and Guidance Journal and each of its twelve divisions published a journal. Today the American Psychological Association with its seventeen divisions and several publications is a leader in propagating guidance and counselling.

The 1960s and 70s marked the period of ascendance for guidance in America.

The major currents and influences that stimulated this were:
- Federal Government's financial support which impacted on numbers, practices and preparation of counsellors.
- Federal Government's Legislation (such as the National Defence Education Act of 1958) which paved the way for stimulating the establishment and maintenance of local guidance programmes, the establishment of guidance divisions within state departments of education and acknowledged the linkages between national well-being, personnel needs and education.
- Capitalist individualism with its inherent dehumanisation and alienation from self and society increased the demand for counsellors to assist people regenerate, rediscover and reintegrate themselves into society.

- The suspicion that the Soviet Union was ahead in space technology by its launching of the first earth satellite (Sputnic 1) in 1957 led to a need for the identification of gifted children whose special talents could be nurtured and harnessed for the jet age.
  Other earlier influences which gave impetus to the ascendance of guidance as chronicled by Traxler (1957) were:
- Mental Hygiene Movement

Inspired by the work of Clifford Beers (a Schizophrenic hospitalised in mental asylum for about 798 days) in his book 'A mind that found in itself' a group of philanthropists concerned with mental health were helped by the psychologists. Williams James and Adolf Meyer to establish the National Committee for Mental Health were helped by the psychologists Williams James and Adolf Meyer to establish the National Committee for Mental Health in 1909. The committee aimed at the study, treatment and rehabilitation of people with mental disorders and insisted that since mental disorders could best be treated if diagnosed early, educators should be sensitive to the many behaviour problems prevalent among youths.

- Social Change
  The technological advances and buoyant economy of the United States following the great depression immediately after World War II led to the enactment of child labour laws and compulsory school attendance which drove to school millions of youths of varying backgrounds abilities, needs and expectations, and subsequently increased school enrolment which in turn increased curricular offerings. The stage was thus set for an increased demand for professional counsellors to provide personal attention and help individuals marshal their assets to achieve their greatest potential in school and live a happier, more productive and satisfying life outside school.
- Philanthropy and Humanitarianism
  To improve the welfare of immigrants in slums, philanthropists provided assistance to Parson's Vocational Bureau in Boston and other similar institutions to assist youths acquire vocational information for useful living.
- Writings of Eminent Counsellors
  Writings of eminent counsellors like E.G. WIlliamson (How to counsel students: A manual of techniques for clinical counsellors, 1939), CG Wrenn (The Counsellors in a changing world, 1963) and most importantly, Carl Rogers (counselling and Psychotherapy, 1942 Client Centred Therapy, 1961) have also helped to popularise guidance and counselling. Through his leadership, research and publication, Rogers was not only able to modify the early directive and authoritarian methods of his predecessors but helped counsellors to better understand

counselling processes and skills and also become aware of the unity of personality.

Self-Assessment Exercise

1)   What are the factors that led to the gestation and spread of guidance in America as cited by Traxler (1957)?

4.4   Summary

Guidance and Counselling as a formal discipline started in the United States of America where Frank Parson organised the Boston Vocational Bureau from 1895. The Bureau had the dual function of providing vocational assistance to young people and the training of teachers to serve as vocational counsellor. The pioneering effort of Frank Parson and the posthumous publication of his book "Choosing a Vocation" in 1908 established Frank Parson and the posthumous publication of his book. In this first known book in the field of guidance and counselling. Parson outlined the three phases in dealing with problems of vocational choice.

The discipline of guidance and counselling in the United States of America was entrenched with the emergency in 1951 of the American Personnel and Guidance Association as a Central Professional Association for the advancement of counselling services. This body had since 1983 been renamed the American Association for Counselling and Development (AACD) the association has fourteen divisions which serve the various needs of guidance counsellors through professional conferences, publication of journals and production of various resource materials for the promotion of counselling services.

4.5   References/Further Reading/Web Resources

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UNIT 5   GUIDANCE AND COUNSELING IN NIGERIA

Unit Structure

5.1   Introduction
5.2   Intended Learning Outcomes
5.3   Guidance and Counselling in Nigeria
        5.3.1   The Traditional Guidance and Counselling in Nigeria
        5.3.2   The Development of Modern Guidance and Counselling in Nigeria
5.4   Summary
5.5   References/Further Reading/Web Resources

5.1   Introduction

One cannot discuss the emergency of guidance and counselling in Nigeria without mentioning the traditional guidance services that existed long before the commencement of the organised (modern) guidance and counselling services in the country. The modern guidance and counselling being practiced now in this country is a type of counselling that supplement the traditional one and is designed to help people live well, cope better, understand more effectively, love well and be more effective on any activity which they engage in. Guidance is a total school programme provided for pupils by teachers, administrators, guidance specialist and other school personnel on a continuous basis. It is aimed at assisting the individual to understand and accept himself and his world thereby becoming a more effective, more productive and happier human being (Idowu, 2016).

5.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

•   discuss the traditional Guidance and Counselling in Nigeria
•   narrate the modern guidance and counselling in Nigeria.

5.3   Guidance and Counselling in Nigeria

5.3.1 The Traditional Guidance and Counselling in Nigeria

In the layman's language, guidance is a way of helping, guiding and teaching individuals to make a better living. This then shows that this practice had been in existence in one form or the other since man came to be. Igborgbo (1991) pointed out that guidance and counselling is the essential process involved in the raising of offspring within the family or

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bringing up young people in the community. Nigerians are well known for their extended family system; in this way they see themselves as their brothers' keepers and are always ready to help one another out of problem situations. This cultural spirit of theirs, affected the techniques they use in solving their social, personal, educational, health and occupational problems.

They usually depend or rely on their so-called knowledgeable persons as their "guidance persons". Such traditional guidance persons include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priest/pastors, imams and native doctors such as babalawo (Yoruba), Dibia (Igbo) Duba (Hausa), Obochi (Igala), Uzenakpo (Ibibio) to mention a few.

These guidance persons render their services from either the wealth of knowledge, experience, status or the type of confident placed on them due to their ages. In the home, parents, son, elders in the family assist in giving some guidance services to children on how to succeed in life and grow to become respectable members of the community. In the school, the teachers and principals serve as guidance persons in career and occupation choice. This they do irrespective of the fact that they are not properly trained to render such services.

The severity and nature of the problem determine who solve it. As rightly pointed by Igborgbor (1991) "The level of formality ...the counselling sessions in the traditional society was often consequence of the degree of complexity and severity of the problem involved". Certain problems which cannot be handled by the family and extended family are usually referred to the traditional council of elders, village heads and the traditional ruler.

Native doctors, because they are believed to possess supernatural power of detecting the source of a particular problem either in the past or present and of predicting the future, are usually given the most complicated problems that relate to all aspects of life. Heads/leaders of various religious groups are usually influenced by the beliefs of their religions and this affects the way they render their services. In as much as this method helped to alleviate these people's problems, it has some inherent problems which are indicated below. Due to lack of proper training by these guidance persons, in the principle and practice of guidance and counselling, their advice is usually based on their subjective, personal vicarious experience.

In the case of native doctors, the manner and method in which they proffer their advice cum solutions are so mysterious that the individual/recipient cannot use it to solve similar problem sin future. Such things lead to

complete dependency of the client on the guidance person(s). It is difficult to categorically establish the cause-and-effect relationship of any problem because of lack of objectivity in the method used in treating the client. As a result of the various changes ranging from social, educational, political, economic and technological which are currently being experienced in Nigeria, the application of this method in solving people's problems become highly inadequate and ineffective. In recognition of this, it became necessary that a more organized method of guidance and counselling services be sought for
.

5.3.2 The Development of Modern Guidance and Counselling in Nigeria

The modern guidance and counselling being practised now in this country is a new one. This type of counselling is a supplement to the traditional one and is designed to help people live well, cope better, understand more effectively, love well and be more effective on any activity which they engage in (Uba, 1990:2)

All these changes stated called for expertise in handling human problems emanating from educational, social, occupational aspirations and choices among others. It was this that led to the introduction of formal guidance in Nigerian schools.

Although the starting point has been traced to 1959, history had it that as far back as 1947, the then ministry of labour sent representatives to some parts of the old western region now in Edo State, to give talks to form five students on career and subject choice.

Be it as it may, several authors have traced the origin to a group of Catholic Revered Sisters at the Saint Theresa's College, Oke-Ado, Ibadan, in late 1959. Out of concern and sympathy for their class five students who were to finish their secondary education in December 1959, and whom they knew had a vague knowledge of the world of work, these Rev. Sisters with the assistance of Mrs. Oriwariye decided to organise a career talk for them. They then invited twenty professionals from the government ministries and other establishments within Ibadan environs to give talks on the importance of careers, employment and occupational opportunities to these form five students who were sixty in number. At the end of it, about fifty-four out of the sixty were said to have successfully gained employment in various professions. The group that participated in this talk continued to meet regularly and organise career talks, seminars, workshops on guidance, lectures for class five students. They later extended their services to other schools within and outside Ibadan environs.

Ministry officials were so attracted by their services that they invited them to organise workshops for their teachers, career masters and mistresses. In October 1961, this group (Career Advisers) along with principals of secondary schools, representatives of the ministries of labour, education, health, trade and industry formed the Ibadan Careers Council (ICC). It was in that year that the Federal Government due to her interest in the activities of this council employed Mr.

C.I. Berepiki as the Vocational Guidance Officer in the Federal Ministry of Education in Lagos.

The activities of the Ibadan Careers Council spread beyond the confine of Ibadan, reaching the other parts of the country such as Enugu, Kano, Kaduna, Lagos to mention a few. These towns also formed their careers councils. Due to the fact that the career councils now wore a national outlook, all these councils throughout the federation later merged and crystallised to form the Nigeria Careers Council (NCC) in 1967 with its headquarters at Ibadan. No member of Nigerian Careers Council (NCC) was a vocational guidance specialist.

According to Oladele (1986) "the major activity of this council was an annual workshop at the Institute of Education, Ibadan on vocational guidance for career masters and mistresses. He further stated that professional psychologists and educationists were encouraged to conduct workshops on the use of psychological tests guidance and counselling.

In addition to all these, the NCC published a journal known as CAREERS where their activities were reported and published periodically at the Institute of Education, University of Ibadan Proposals on how to enhance the growth and development of guidance and counselling in Nigeria were submitted by NCC to the Joint Consultative Committee on Education (JCCE). The roles of Professors E.A. Yoloye, the one-time chairman of the council, and G.C.M. Bakare, the editor of "careers" highly influenced the growth of the NCC.

Oladele (1986) identified the factors that led to the formation of careers counselling in Nigeria. These are
1. Training of teachers to serve as vocational counselors.
2. Aiding the students in choosing a vocation wisely and in placement process; and
3. Making a smooth transition from school to suitable work.

An America guidance worker in Nigeria by name Cote (1972) reported that Mr. C.I. Berepiki wrote a booklet titled" An Approach to Guidance in the Schools" which was printed by the Ministry of Education. He also reported that the first seminar on Guidance and Counselling and Testing

organised by the Federal Ministry of Education was held in September 1, 1964.

In 1962 as reported by Makinde (1976) sixteen Nigerian education officials and educators visited Sweden, France and the United States of America under the sponsorship of USAID Nigeria under a project agreement with the Federal Government of Nigeria and the University of Nigeria. The main purpose of their visit was to study the educational systems of those countries and find out such features that could be used to improve the educational system in Nigeria.

On their return, they recommended among other things the establishment of a comprehensive (secondary) school whose basic function would be, channelling pupils into courses of study which will suit their interest and abilities as well as fit into the need for proper guidance and counselling and the training of a good number of Nigerian teachers in vocational guidance to serve each of the comprehensive schools.

It was this that led to the establishment of Comprehensive High School Aiyetoro in the present Oyo State in March 1963 as a demonstration school. It had a Harvard/USAID staff as its trained counsellor. This counsellor started the guidance programme with just a few American standardised tests which he used in selecting students for admission into the school. The programme was further boosted when more Harvard/USAID sponsored counsellors were sent to this school. They assisted in training more Nigerians in vocational and educational counselling.

Again, in line with the recommendation a child-guidance clinic was established as a grant aided agency under the auspices of the Federal Ministry of Education and supervised by the Roman Catholic Mission. In addition, a Vocational Guidance Bureau which also organized workshops for teachers was opened. In 1966, P.O.Rees delivered a paper on "the role of the counsellor in a comprehensive school" during a workshop on counselling which was hosted by Comprehensive High School Aiyetoro. It is important to mention the role of the Advanced Teachers College Ibadan which was later renamed Olunloyo College of Education. At about the same time all these other things were happening (between 1961 and 1962); a team of counselling psychologists namely; Robert Schmeding, Ravis and Miller from Ohio University, America, were sent to this College as an American aid. They thus exposed the students to systematic counselling theories and practicum. This school was the first to award diploma certificates in counselling in Nigeria.

More importantly, in the course of the development of guidance and counselling   in   Nigeria   and   in   the   development   of

psychological/psychometric tests. When the Test Development and Research Division (TDRD) of the West African Examination Council was established and it was charged with the following functions:

1.   The development and administration of manpower selection test for educational, governmental, industrial and commercial use.
2.   The development of guidance techniques and tests used in schools and other government institutions.
3.   To conduct and encourage basic and applied research to further the improvement of manpower selection, guidance and other related educational problems. To buttress their effect, Iwuama (1991) stated that TDRD developed about twenty-one internationally standardized aptitude tests adapted to the Nigerian and West African conditions used for the selection into technical skilled jobs, clerical jobs, mechanical oriented jobs and the evaluation of academic performance at both the secondary and commercial levels.

These tests were found very useful to schools, ministries and organisations who used them to counsel their students and worker for various courses of study and jobs.

One major contributor to the development of psychological/psychometric tests is Professor G.C.M. Bakare whose wonderful role in the development of guidance and counselling in Nigeria cannot be over-emphasised. He was known to have developed a number of standardised psychological tests used for counselling and vocational guidance. These are:
1.   Study Habit Inventory (SHI)
2.   Student problem Inventory (SPI)
3.   Motivation for Occupation Preference Scale (MOPS)
4.   Vocational Interest Inventory (VII)

The West African Examination Council developed the Nigerian Aptitude Tests. Many tests have been developed by other Nigerian whose names are not going to be mentioned. In all, only those of WAEC and Bakare have been published, the others are used for research purposes. It is worthy to mention the role of the Young Men's Christian Association (YMCA). This Association organised different kinds of programmes for youths which are directly related to vocational and other areas of guidance.

As a result of the increase in the activities of the Nigerian Careers Council, such as their role in guiding youths towards self-actualising living among others, the members felt that there was a great need to form a larger group, hence, the formation of Counselling Association of Nigeria (CAN) in

December 1976 at the faculty of Education, University of Ibadan with Professor Olu Makinde as the foundation President. In 1977 CAN became an affiliated member of American Personnel and Guidance Association (APGA).

The origin of CAN is somehow related to that of American Association for Counselling Development (AACD). APGA originated from National Vocational Guidance Association (NVGA) in 1913 but later crystallised into American Association for Counselling and Development (AACD). In like manner CAN was hatched from NCC which was born as Ibadan Career Council.

This new body CAN which was later changed to CASSON publishes a journal known as the COUNSELLOR and its membership includes trained guidance counsellors, careers masters and mistresses, social workers, personnel workers, psychologists, psychiatrists, psychotherapists and allied disciplines (Uba 1990). CAN is also organised at the state level. Its activities in maintaining and upgrading the growth of guidance and counselling in Nigerian attracted the Federal Government respected and regard. Thus, in recognition of these, the Federal Government encouraged and supported the establishment of functional guidance and counselling in Nigeria. It was this that led to the establishment of the department of guidance and counselling at the other University of Ibadan in 1976/77. This later spread to other Universities such as Ilorin, Jos, Lagos, Ahmadu Bello and Nsukka.

Presently, all the Nigerian Universities offer full course programme or part of it for their education students.

When the Federal Government formulated its National Policy on Education (1977 revised 1981), after spelling out its learning outcomes, it identified certain values that will be inculcated to enhance the attainment of these stated learning outcomes. In furtherance to this, it stated that to realise these among others fully, all other agencies will operate in harmony with education. The Federal Government also included the introduction of a new system of education to replace the old one. The way the new system was going to operate made it clear that the students if not properly guided will encounter a lot of problem. These students have to be guided properly in their choice of subjects for the junior and senior secondary education. The description of the secondary education shows that there will be some kind of "sorting-out" on the students. In view of this among others the Federal Government stated thus in her 1977 (revised 1981) education policy; "view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, careers officers and counsellors will be appointed in post-primary institutions. Since qualified

personnel in this category is scarce, Government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and Counselling will also feature in teacher education programmes."

It was this that led the Federal Government to start funding the training of guidance counsellors in Nigeria and overseas. The first step taken was to introduce guidance and counselling services in all the Federal Government Colleges (Unity Schools) in the country. A unit of guidance and counselling was also created in all the ministry of education in the then nineteen states of Nigeria. In this way, guidance and counselling completely became part and parcel of the educational system.

Today, one can conclusively say that guidance and counselling has gained a firm ground. It is taught in all the universities and colleges of education either as a full course programme or part of it to education students. There are guidance counsellors in all institutions of higher learning. In the secondary sector, those schools that were not privileged to have trained guidance counsellors have either career masters, mistresses or psychologists who oversee the problems of students. It is important to note that the nation has not yet produced enough trained guidance counsellors to service all the schools.

Self-Assessment Exercise

1)   Narrate the modern guidance and counselling in Nigeria.
2)   State the full meaning of the following acronyms: a) VII; b) SHI; c) SPI d) MOPS
3)   When and why was Comprehensive High School Ayetoro established?

5.4   Summary

Guidance counselling is only just being popularised both as a course of study and a profession in the Nigerian school system. This fresh impetus has arisen out of recognition by government and by the public that there is need to offer additional direction to students and school leavers in the art of coping with life both within and outside the school settings. It is considered necessary at such a time to help the would-be professional counsellor, the teacher and the parents to acquire a clear understanding of this fast-growing field of study and practice which is likely to affect the lives of their clients, students and wards respectively.

Nigerians are well known for their extended family system; in this way they see themselves as their brothers' keepers and are always ready to help one another out of problematic situations. This cultural spirit of

theirs, affected the techniques they use in solving their social, personal, educational, health and occupational problems.

They usually depend or rely on their so-called knowledgeable persons as their "guidance persons" such traditional guidance persons include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priest/pastors, imams and native doctors.

In the case of native doctors, the manner and method in which they proffer their advice cum solutions are so mysterious that the individual cannot use it to solve similar problems in future. So, it will be difficult to categorically establish the cause and the effect of relationship of any problem because of lack of objectivity in the method used in treating the client. It became necessary that a more organised method of guidance and counselling services be sought for. The introduction of formal guidance as an educational service in Nigeria dates back to 1959 when a group of Irish Revered Sisters at St Theresa's College, Oke Ado, Ibadan invited about Twenty persons from various professions and work environments to advise their final year students on the emerging world of work. Important landmark was the publication of a book-An approach to Guidance in Schools published in 1961 by Mr. C.I.Berepiki. The development of guidance in Nigeria has also been help by a visit in 1962 of sixteen Nigerian educators and Ministry officials to Sweden, France and USA.

Frantic efforts were made by the three tiers of government to train counsellors for all levels of the educational system.

The emergence of the testing movement in Nigeria in the 1960s and 70s also added weight to the development of guidance.

Another event instrumental to the growth and expansion of guidance in Nigeria was the inauguration of CAN which was later changed to Counselling Association of Nigeria (CASSON) on 1st Dec, 1976 at Ibadan.

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MODULE 2   TYPES, PRINCIPLES AND SERVICES OF GUIDANCE AND COUNSELING

INTRODUCTION
There are three components of guidance counselling. This includes, educational guidance and counselling, vocational guidance and counselling and personal-social guidance and counselling. Services of guidance in schools includes: orientation services; appraisal services; information services; planning/placement services; follow up, research and evaluation services and counselling services.

Unit 1   Educational Guidance and Counselling
Unit 2   Vocational Guidance and Counselling
Unit 3   Personal Social Guidance and Counselling
Unit 4   Basic Principles of Guidance and Counselling
Unit 5   Guidance Services in Schools

UNIT 1   EDUCATIONAL GUIDANCE AND COUNSELLING

Unit Structure

1.1   Introduction
1.2   Intended Learning Outcome
1.3   Educational Guidance and Counselling
        1.3.1 Educational Guidance and Counselling
        1.3.2 Academic Guidance and Educational Information
        1.3.3 Academic Counselling
1.4   Summary
1.5   References/Further Reading/Web Resources
1.6   Possible Answers to SAEs

1.1   Introduction

Educational Guidance and School Counselling unit is the school related unit aimed with the key objective of assisting in solving the students' problems and strengthening the studiousness efficiency of students as well. In other hand, it is the educational guidance and school counselling process (Wasantha, 2016).

Educational guidance involves amongst other things course planning and solution of numerous problems that students would come across during the course of their studies. According to Denga (1982) it aims at

maximising the intellectual potential of the student so that they may live up to all their abilities as persons as well as learners of subject matter".

It implies that in the schools there are a lot of problems facing the child and these include the choice of subjects, how to study, anxiety on passing or failing examinations, choice of schools to attend, how to combine subject so as to pursue a particular area of study, disillusionment with chosen subjects, problem of coping with a course of study, lack of interest and lack of motivation.

1.2   Intended Learning Outcome

By the end of this unit, you will be able to:

• state differences between the following: educational guidance and counselling; vocational guidance and counselling and personal social guidance and counselling
• enumerate the different services that can be offered through guidance and explain them
• identify the principles of guidance and counselling.

1.3   Educational Guidance and Counselling

1.3.1 Educational Guidance and Counselling

Educational guidance has been defined by Peters and Farewell (1967) as "the assistance given to pupils individually and through group techniques to help them function more effectively in their school programme". They explained further that "it includes assistance given to the pupil in adjusting to the school setting, curriculum and extra-curricular offerings of the school, and planning preparing and carrying through an appropriate educational plan of development.

In the process of education, the home/family, the community and the school (the society as a whole) can be said to be involved in the moulding of the individual by subjecting him to certain selected and controlled situations to help him in the attainment of social competence and optimum individual development. Most people, however, view education in terms of schooling in the academic environment and going by the American Personnel and Guidance Association (APGA) (1967)'s definition of guidance as "an organised effort of a school to help the individual child develop his maximum potentials", the students would need educational guidance to make the best use of the available opportunities.

Right from the Nursery/Primary school level, the school counsellor should endeavour to find out the special talented children, the gifted ones

as well as the handicapped and the emotionally disturbed ones, with a view to evolving an appropriate plan for their educational progress.

Such educational progress should be effectively monitored by the school counsellor to ensure a smooth transition into the secondary school system. At the junior secondary level, the individual student should be guided in identifying his educational opportunities based on his academic potentialities. Guidance in the choice of subject at the end of the first three academic sessions in the secondary school is a basic necessity. Through academic guidance, the students are helped to identify their vocational interest, capabilities and opportunities and their choice of school subjects are based on these considerations. In the absence of professional guidance. Parental influence, peer group pressure, financial constraints, identification with siblings and significant others, are some of the major problems which students may have battle with in the course of their choice of subjects. The school guidance counsellor provides the necessary information.

1.3.2 Academic Guidance and Educational Information

There are various types of Educational Information and the following are some of them.
a.   Information about the school rules and regulations.
b.   Information regarding the different departments in the schools and the various subject being taught.
c.   The school time table and schedule of activities, both curricular and cocurricular for each team.
d.   The various clubs and societies in the school, what they stand for and the time of their meetings.
e.   Information about the various post-secondary   schools available in the locality and in other places.
f.   Information about the minimum requirements and the subjects required for each course of study in the universities and other tertiary institutions.
g.   Information regarding the various types of occupation and the training/qualification required before entry into such occupation.
h.   Information regarding scholarships, bursaries, students' loans and other sponsorship opportunities.
i.   The type of correspondence school, available, their addresses and school fees. Opportunities for on-the-job training, short courses available locally and abroad, long vacation courses, extra courses, extra moral/evening lessons and apprenticeship opportunities for those students who are terminating their formal education at the JSS 3 level and those who would not go beyond secondary level.

The information collected by the school counsellor could be made available to the student and others members of staff through.

i.   The use of various education technology such as: films, video slides, handbills, posters, banners and so on.

ii.   Group guidance Sessions: The school guidance counsellor could disseminate educational information by making a general presentation to the student on a class by class or through groups specifically for the purpose of such information. iii. The school newsletter or magazine could be an effective means of getting educational information across to the students and even their educated parents and siblings.

iv.   School assemblies could also serve as a good forum for the dissemination of academic information, especially the ones that are general to the students.

v.   Excursions could be arranged by the school counsellor to higher institutions, vocational training centres and workshops to afford the students the opportunity to see for themselves, collect more information and clarify the ones that are not clear. Excursion should be mostly to places within the locality but the ones that would involve traveling should be well planned ahead of time with due permission from the parent/guardian of the students who are going to participate in such excursion.

vi.   Information can be disseminated through the school library which in itself is a rich source of education information. Current educational information could be strategically located in the library where all the students would have access to it.

1.3.3 Academic Counselling

This is a very important aspect of educational guidance through which the guidance counsellor can help the student in solving the problems that are attitude oriented and those related to feelings and self-direct motivation. For example, under-achievement in academic events, which is different from academic failure, can be dealt with through the process of academic counselling. The school guidance counsellor can make use of Bakare (1971) Study Habit Inventory (SHI) or construct his own inventory that would be relevant and useful in finding out the problems of the students. Student should be guided concerning:

A.   -   how to make effective use of the library
B.   -   what to study
C.   -   where to study
D.   -   when to study
E.   -   how to study.

How to Make Effective Use of the Library: Students should be conducted round the different sections of the library during the orientation and regulations. They should know the period the library. A time should be devoted to enlighten them about how to develop library skills because the acquisitions of library skills is an important aid to effective study. Students should be guided as to how and where to get the different types of books journal and monographs.

The school librarians should be involved in this guidance service.

What to Study: It is usually assumed that students know what to study whereas most students just study to pass their examinations. While it is true that what students study for their examinations contribute to their knowledge, it is imperative for them to know that even without examinations, they need to study materials related to their discipline to acquire knowledge and understanding which they should be able to practice in real life situations. In effect, they should read and study relevant articles in journals, books, newspapers etc. References given by their subject teacher teachers should be searched for and studied.

Where to Study: After knowing what to study, the students need to know where to study. This is because; the right choice of where to study would influence the students' ability to concentrate on what he is studying. Quite environment is conductive to learning. The study place should therefore be relatively free from noise and distractions. The student should avoid putting in his study room decorations that can easily distract his attention while studying. He should not engage in other activities such as sleeping, eating or watching television in his study room. The place should be well lighted and ventilated. All the materials needed in the process of study should be at hand so that the student's attention is not easily diverted. The student should not cultivate the habit of reading only in bed because it is easily to fall asleep (that is in fact what bed is made for) and no serious studying can be done, since it would be extremely difficult to jot down points and coordinate the materials being studied.

When to Study: It is also important for the students to know how to organise their lives and the demands thereof. A serious student should have a schedule of activities for each day because according to Omisakin (1991), lack of activities schedule could constitute a major impediment in the attainment of the desired goals of the individual. It is not just enough to schedule time for study, the student should keep to the schedule which is commonly referred to as the planner or the time table. Apart from the school time table taking into consideration his other involvements. When the schools are in session, for example, the early morning and evenings should form part of the week day's schedule of private study while more time should be allocated to study during the weekends.

Drawing up to a personal time and adhering to it has some advantages:

i.   It helps to allocate a relatively equal period of study to both 'liked' and 'dislike' subject which would have otherwise been neglected.

ii.   The student would have specific target to aim at and thus be motivated to study.

iii.   It saves time and energy which would have been dissipated in cracking one's brain as to which to read at a particular time.

iv.   It helps to establish consistent study of all subject before class tests or examination and even after.

v.   As it is rightly referred to as 'the planner', 'time-table drawn up and strictly followed so much as possible help to plan one's time and would eventually lead to good academic achievement and personal satisfaction. Other areas of the student's life would also become organised.

iv.   It helps to guide against inhibitions which may likely occur when two subjects that are not similar are being studied in succession. The one that has been studied may interfere with the student's ability to study the second one effectively. This is referred to as 'proactive inhibition'. On the other hand, if it is the one being studied now that is interfering with the subject already studied about an hour ago for example, such interference I called 'retroactive inhibition'. In the process of time tabling, however, this type of subject is spaced so as to allow a relatively long time between them to minimise inhibition.

vii.   A well planned time table would make allowance for short break after studying depending on the level of the student so as to rejuvenate the student's energy and prevent drowsiness, daydreaming and boredom. It is important to note however, that in spite of planning their study periods through the construction of a time table and even keeping strictly to such schedule, some students might still be studying poorly, therefore the school counsellor should   also guide students as to how to study.

How to Study (Some Effective Study Methods)
1.   **Practice and Rehearsal:** Some students just manage to read through their textbooks or notes and they think they have studies well enough but this may not be true and as such, they need to be helped to understand the essence of practice and rehearsal. They have to read their notes and relevant text several times and write down the summary of what they have read in their own to check the level of their understanding. Such practice would help to improve their retention and performance. Students should however, not be encouraged to go too deep into note-learning (just memorising their notes) Akinboye (1981). Students should engage

in systematic, well planned, spaced-out study than mass cramming close to examination period.

2. **Note Taking:** The method of taking notes is an important aspect of effective study skills. Even though many teachers write notes on the chalkboard for their students to copy or dictate notes. Still many students do not take down notes when they are studying on their own. They need to engage in note taking while they are doing their private studies since this would help them to concentrate on what they are reading. Through note taking, important points can be separated from the supporting ones and the examples noted where available. Such students can interpret the ideas and write them in their own words, draw the diagrams and sketches to improve their understanding of what they are studying as they interpret the material, they are studying themselves.

Note taking methods: Understanding of what has been read should precede note taking. The following methods of note-taking are highlighted by Ipaye (1986:13-14).

a. **Themes:** The students can base his notes on themes that come up in the materials he reads by taking each theme and writing briefly on it, trying as much as possible to use the key words in the materials without copying.

b. **Sprays:** This is a method of quickly jotting down one's own ideas, as well as important words, principles and concepts in the material read. The student does not have this in any specific order, he should just jot them down as they occur to him. Late on, he should put the materials he is reading aside and begin to link the ides, words, concepts and principles together with lines, to show relationship. Word could even be mixed with sketches, graphs and diagrams but they should be linked with each other and the main topic which should be put boldly in the centre.

c. **Pattern Notes**: Notes could be arranged in a way that it way that it would give a pattern i.e. bringing together cluster of ideas, concepts principles and key words on segments of the topic. Different patterns could be noted in different ways but as it sprays they should be linked together. Pattern notes are useful in areas like Medicines, Engineering, Music, Fine Arts, etc.

d. **Paraphrasing:** This method of taking notes emphasises taking the materials read paragraph by paragraph and re-rendering them in one's word, to bring out only major ideas with one's personal interpretations of same.

e.   **Summarisation:** After reading a whole passage or a piece of materials the student should ask himself what the author has said and write this down in his own words. He can turn to the passage to remind himself of the key words and ideas.

f.   **The Verbatim Reporter:** Majority of students use this method in lectures. They want to put down virtually everything that the lecturer says and once they miss out certain words, the notes taken become less useful. This method is very weak method and it is similar to taking down dictation from the lecturer. This should not be encouraged.

g.   **Use of Abbreviations**: Another useful method of taking notes quickly and effectively is the use of abbreviations. This method saves time and space and helps the student catch up with important ideas especially in lectures. Some subjects have specific signs/codes used as abbreviation. Each student has to learn those in his subject. Sometimes there may be need to coin or invent personal codes which the student employs as abbreviations. However, there is need for care and caution in interpreting the abbreviated words as well as the codes when revising.

Different Types of Reading: The school counsellor can also guide the students regarding how to read. There are various reading strategies depending on the purpose of reading. At times the students may need to read a book from cover to cover, at other time, he might have to read just a few chapters in a book while in other cases he might just be required to read a part of single chapter. Basically there are five reading methods.

a.   **Skimming:** This is done to have a general impression of the book, that is to understand what it is all about. Not every word is read but key areas like the title page and the major sub-headings, the first paragraph of the chapter, the first one or two sentences of each paragraph, the last paragraph of the chapter, the summary of the chapter should also be noted.

b.   **Scanning:** Scanning involves one's eyes down the pages to look for specific information. There is no need of reading every word or detail. For more understanding however, one may decide to read the paragraph or few sentences before and after the specific information one is actually looking for.

c.   **Critical Reading**: At times, one may be reading only for the purpose of finding out the author's point of view, what motivated him to write and his biases to assist one in making up one's mind

on certain issues. The facts are therefore carefully separated from opinions and general comments while reading.

d.   **Pleasurable Reading**: Newspapers, magazines, novels are usually read with relative ease and enjoyment. The reader may decide on what part to read.

e.   **Detailed Reading:** When there is need to understand the whole component of a book or piece of information, detailed reading should be done. The whole passage should be carefully read and analysed.

SQ3R Method of Reading: This method which enhances effective study is credited to Robinson (1946) "SQ3R" means "Survey" "Question" Read" "Recite" "Review". These words are descriptive of the steps of the procedure involved in this method of reading.

Step 1-Survey: The student should first of all survey the materials he wants to study to have an overview of such materials. The title should be noted and then he should skim through the whole material with special attention on the introduction and the summary or conclusion. This would give him a basis for subsequent in-depth study of the material.

Step 2- Question: Some questions should be formed after surveying the study material but where the author has already put some questions either at the beginning or at the end of the chapter or book, the student should go through such questions and then search for their answers in the chapter or book.

Step 3- Read: The student should carefully read the study material paying special attention to the answer to the questions in the last step, important terms. Italicized words, rules words phrase sentences, diagrams, chart and graphs. Depending on the difficulty level of the section under study, the student should try and read through more than once. While reading his personal book or not, he can underline or circle important points or words. Difficult words should be put down so that he can check up their meaning from the dictionary.

Step 4-Recite: Recitation could be done aloud in a private study or silently to avoid disturbing others or by writing the points on papers. This is to help the student remember what he has read. He should go back to the section in question to ascertain his performance and correct his mistakes. Note learning should however not be encouraged except for specific laws, theories and definitions. Instead of memorizing the material the student should re-state the important points in his own words without distorting the original ideas and concepts being put forward by the author.

The ability of the student to recall from the short term memory is put to rest.

Step 5-Revie: A review of the material being learnt would help in making "assurance double sure" in that the student goes over what he has studied by reciting the major points, the questions and re-reading parts of the study materials searching for the meaning of certain concepts and putting down questions for further clarifications.

This method enhances effective learning because it is systematic and it encourages active participation of the student in the process of learning.

1.4   Summary

In the process of studying, the student should make sure that the right information is properly encoded to enhance prompt recall of material studied.

New information acquired should be put to use by applying such information to relevant situations, people and events.

More questions should be asked regarding the current information to ensure its sound rooting.

New acquired information or knowledge should be linked with existing ones i.e the previously acquired knowledge in an appropriate manner. Similarities as well as differences between the new and the old should be closely examined.

At the end of each study period, the student should evaluate his achievement for that period to see whether he has gained from the study or not. If he has not achieved his set goal for the period, he should examine the reason why and should then do something about it against the next study period.

The secondary school is an important one and during this period the students need a lot of care because any foot that is wrongly placed may be dangerous. The counsellor through educational guidance will help the students to solve most of the educational problems they will encounter.

Educational guidance takes into consideration the total individual, his needs and aspirations. "it makes sure that each student makes appropriate choice of courses and institutions on the basis of interest, ability and aim in life. It concerns also the student's making of adequate plans and decisions that affect education." Unachukwu (1991).

A major component of educational guidance is the offering of educational information. As have been stated earlier, it deals with knowing schools/higher institutions available, entry requirements, curriculum, content and conditions for reading in such schools, fees payable, admission policy. Etc. in fact, educational guidance deals with the child and his academic performance. Little wonder that Rastogi (1978) stated that educational guidance includes assistance given to the students in

1.   Reaching his potentialities in academic work by encouraging him to perform in terms of his abilities.
2.   Planning courses of study in terms of his interests, aptitudes, and future goals.
3.   Facing various stressful situations in schools and overcome them for leading a satisfying school life.

It is necessary to note that educational guidance will enable the students to adjust their educational goals and performance bearing in mind their capabilities and limitations. This in no doubt will prevent frustrations, maladjustment and any possible drop out while in school.

Self-Assessment Exercise

Discuss how to study effectively

1.5   References/Further Reading/Web Resources

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1.6   Possible Answers to Self-Assessment Exercise

Discuss how to study effectively

Answer
1.   Practice and Rehearsal: Some students just manage to read through their textbooks or notes and they think they have studies well enough but this may not be true and as such, they need to be helped to understand the essence of practice and rehearsal. They have to read their notes and relevant text several times and write down the summary of what they have read in their own to check the level of their understanding. Such practice would help to improve their retention and performance. Students should however, not be encouraged to go too deep into note-learning (just memorizing their notes) Akinboye (1981). Students should engage in systematic, well planned, spaced-out study than mass cramming close to examination period.
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a.   THEMES: The students can base his notes on themes that come up in the materials he reads by taking each theme and writing briefly on it, trying as much as possible to use the key words in the materials without copying.
b.   SPRAYS: This is a method of quickly jotting down one's own ideas, as well as important words, principles and concepts in the material read. The student does not have this in any specific order, he should just jot them down as they occur to him. Late on, he should put the materials he is reading aside and begin to link the ides, words, concepts and principles together with lines, to show relationship. Word could even be mixed with sketches, graphs and

diagrams but they should be linked with each other and the main topic which should be put boldly in the centre.

c.   PATTERN NOTES: Notes could be arranged in a way that it way that it would give a pattern i.e., bringing together cluster of ideas, concepts principles and key words on segments of the topic. Different patterns could be noted in different ways but as it sprays, they should be linked together. Pattern notes are useful in areas like Medicines, Engineering, Music, Fine Arts, etc.

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g.   USE OF ABBREVIATIONS: Another useful method of taking notes quickly and effectively is the use of abbreviations. This method saves time and space and helps the student catch up with important ideas especially in lectures. Some subjects have specific signs/codes used as abbreviation. Each student has to learn those in his subject. Sometimes there may be need to coin or invent personal codes which the student employs as abbreviations. However, there is need for care and caution in interpreting the abbreviated words as well as the codes when revising.

UNIT 2   VOCATIONAL GUIDANCE and COUNSELLING

Unit Structure

2.1   Introduction

Vocational Guidance
This is the type of guidance in which ordinary information is provided regarding choosing the occupation. Most noteworthy, it is an early exposure to students about the variety of job choices they would have later in life. It is a motivation for hard work in **school** or college studies (Athar, 2019).

Psychologists in the field of vocational guidance and counselling share the view that individuals have certain interests, abilities and personality traits and other characteristic peculiar to them. It is also believed that if these personal attributes of the individuals are known the individual may be channelled into a job where the individual is likely to be happier, perform better and be more useful to the society.

Bojuwaye (1986) shared this view when he stated that "knowing oneself and knowing the opportunities existing in one's environment and, in particular, knowing what one can do that employer would be willing to pay for can help an individual make a good vocational adjustment. After all self-knowledge and occupational knowledge are very important means of ensuring accurate and adequate occupational choice".

Many scholars have attempted the definition of vocational guidance and some of them will be stated here so as to help in the understanding of the topic. According to Vaughan (1970) vocational guidance in its simplest expression means "helping people to choose work in which they will be reasonably contented, and successful within the limits of their abilities."

Walton (1966) considered vocational guidance as the process of helping a person match his personal attributes and his background with suitable jobs and employment opportunities. In 1962, Super and Crites came up with a more comprehensive definition of vocational guidance when they stated that:

"It is the process of helping the individual to ascertain, accept understand and apply the relevant facts about the occupational world which are ascertained through incidental and planned explanatory activities".

2.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- define Vocational theory
- explain the need for occupational information
- discuss methods of disseminating occupational information.

2.3   Vocational Guidance and Counselling

2.3.1 Vocational Guidance and Counselling

The word 'vocational' is synonymous with 'career' 'occupation', and 'profession'. They can be used interchangeably. According to Norris et al (1979) career is used to describe the total composite of one's activities throughout life. In the same vein, Olayinka (1982) defines career "as the sequence of occupations, jobs and positions occupied during a person's working life. This may be extended to include both the pre-vocational and post vocational positions. It comes through a process of career development understanding self, understanding the current and future environment and bringing about maximum compatibility between the two elements". It would not be wrong, therefore, to say that one's career in his life and that the process by which it involves is the process of career development.

Maximum compatibility between the two elements of self-understanding and the world of work can only come through vocational counselling, Vocational Counselling is the assistance given by the counsellor or career master or mistress to another person, boy or girl, man or woman to make effective use of his/ her own resources and his environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his developmental needs and to his educational and vocational activities (Olayinka 1972). For proper assistance in vocational choice, the counsellor should be aware of the complex nature of the factors that bear upon the young person's choice of occupation. Such determinants of occupational choice can be better

understood when viewed from the angle of vocational theories. The theories associated with vocational choice include:

(a)   Psychoanalytic perspective of career choice
(b)   Super's developmental self-concept theory of vocational behaviour
(c)   Roe's personality theory of career choice
(d)   Parson's trait-factor theory of career choice
(e)   Holland's career typology theory of vocational behaviour
(f)   Social systems approach to career decisions

2.3.2 Psychoanalytic Perspective of Career Choice

The psychoanalytic theory views career choice in terms of the individual and how he/she operates in isolation in the choice of his career. Basically, the system of psychoanalysis involves the mechanism of sublimation which provides an acceptable way for an individual to release portions of his psychic energies that would be unacceptable to society if expressed directly. Work is ideally suited to provide outlet for sublimated wishes and impulses. Considering the psychotherapeutic role of work, it has been suggested that some psychological factors aid in vocational choice.

In the process of rechannelling of unacceptable behaviour to acceptable one, for example, a person who is childless and love children may take up jobs like nursing, while an individual who likes power and authority may take up a job that will enable him apply such trait in a socially acceptable way such as politics. Brill (1949) is of the view that sublimation is intimately linked with vocational choice, that the particular vocation an individual chooses is not the result of an accidental arrangement of events. Rather, an individual's personality and impulses lead him to choose a career in which he may satisfy his basic life impulses. Sadistic impulses may be satisfied by engaging in socially acceptable such as becoming a butcher or a surgeon.

Reality and pleasure principle: Individuals combine the pleasure and reality principles in vocational selection. The pleasure principle drives an individual to behave in a manner that is immediately gratifying, forgetful of the future consequences of his/her actions. The pleasure principle is at work when one wants a better pay when he/she does something because he/she enjoys it and derives some pleasure from it or when he/she is involved in a particular job to please someone. The reality principle focuses attention on eventual and long-term gratification at the expense of the immediate reward.

The reality point of view deals with the hard facts of the job as they apply to the individual. For instance, job hazards are considered. Ideally, the

individuals' choice of a vocation should be based on both principles such that he/she gets some immediate satisfaction as a consequence of his/her choice of career while at the same time he/she lays the foundation for future success.

Fantasy: In psychoanalytic approach, fantasy means the ability to pretend about things that do not exist as if they are in existence. When people pretend to do jobs, they are suited for, they always talk about the good aspects of the job. Summers (1956) links fantasy with identification, in which case a person may choose a particular career because he/she has identified a particular career with somebody he/she does not like, even though he/she has the aptitude for such a job, he may not go into it.

Mastery Instinct: This is the innate tendency in every individual to excel in the work he/she has chosen to do. Hendrick (1943) postulates that work pleasure represents gratification of the mastery instinct. Work mastery gives one work satisfaction and this in turn satisfies the ego. For example, if an individual chooses a job, he/she likes best, the mastery instinct will make him/her attempt to control or change some portion of his/her environment through the combined uses of his intellectual and neurological processes. The mastery instinct makes an individual to integrate his/her behaviour and develop skill in performing certain tasks to which he/she applies all his/her strength and aims at the best.

Fear of Success/Failure: The existence of any of these in an individual may result in failure. Some people choose jobs as a result of societal expectations attached to such jobs. Because of these, they either overwork themselves or overestimate their ability and the result may be devastating. For example, women are very anxious and sensitive about getting-on successfully in their chosen career because they want to excel. Many of them may engage in occupations they cannot maintain and fail in the process. Men are very sensitive about failing in life so they strive hard not to be termed failures by their wives, children, relations and the society. This fear may also drive some into career they may not have aptitude for. When the tension is too much for them to handle, they can become frustrated. Malnig (1967) has developed a psychoanalytic interpretation of the failure to achieve well in school with the possibility that one's achievement might surpass those of his father, is frightening to some people since parental reprisal might result. So, besides the fear of success and the fear of failure as motivators for vocational choice, there may be the fear of loss of affection.

Oedipus Complex: Sometimes an individual may choose a career because he is influenced by an opposite sex he likes. Crites (1962) says that "the that development through life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly

by aiding in reality testing and in the development of the self-concept that the process of vocational development is essentially that of development and implementing a self-concept; it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes and environmental conditions.

-       That a child develops and as his range of experience widens, he begins to find that he is both like and unlike other people, and he begins to realise that he is a distinct person in his own right.

-       That the process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real life activities such as school classes, clubs, part time work, and entry jobs.

-       That work and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interest, personality trait, and values; they depend upon his establishment in a type of work, a role which his growth and exploratory experiences have led him to consider congenial and appropriate.

2.3.3 The Implications for Vocational Counselling

In order to define appropriate vocational counselling goal for an individual, his life must be appraised and his degree of vocational maturity assessed.

Clarification on the self-concept with one's life stage may point to inadequate information or even misinformation that can be charged by systematically exposing the counsellor to appropriate experience that will allow the modification and implementation of the self-concept procedures to be used by the counsellor could be non-directive counselling technique making use of vocational appraisal, collecting occupational information directly from the community and relating occupations with training situation to facilitate appropriate decision making.

Roe's Personality Theory of Career Choice
Anne Roe's (1954) theory of career choice grew out of a series of investigations of life study of physical and social scientists and their developmental backgrounds and personalities. She did an intensive study of personality traits of artists and scientists and tried to find out their interests, backgrounds and education. As a result of the study of these groups, she came to the conclusion:

That personality difference of professionals was observed in the ways people interact with other people and things. Artists were much friendlier, while scientists were much more reserved. Artists were extroverts while scientists tend to be introverts.

That personality differences resulted from differences in their childhood experiences. When somebody came from a warm environment, he tends to be more outgoing (extroverted) while if he came from a cold environment, he tends to be reserved (introverted) (Osipow, 1973). Her theory was also influenced by Gendner Murphy, who talked of psychic energy-an internally generated energy that finds expression through action in a variety of possible directions. It is like motivation and can be both intrinsic and extrinsic.

In addition, the theory was also influenced by Abraham Maslow's (1954) hierarchical needs theory. Maslow postulates that lower order needs must be satisfied first before the higher order needs. The needs arranged hierarchically in ascending order are:

i.   Physiological needs- the satisfaction of lower order needs such as hunger, thirst, oxygen and shelter.
ii.   Affiliative needs- the need for love, trusting, belongingness, and mutual respect.
iii.   Self-enhancement needs- the need for self-respect and self esteem
iv.   Self- expression- self-actualisation in the type of work chosen. The need for perfection in occupational vocational choice.
v.   Aesthetic needs- the need to appreciate beauty. This is not found in everybody.

Vocational Theory
Based on these three influences- genetic needs theory and psychic energies Roe postulates that:

There is innate predisposition toward expending psychic energy. Childhood experiences mould the general style the individual develops for his life.

With specific reference to Maslow it concludes that:
-      Needs that are satisfied routinely do not become motivators higher order need disappear if only rarely satisfied.
-      Lower order needs become dominant if they are only rarely satisfied, for example inability to satisfy the basic need for shelter, food or love, would dominate other needs.
-      Needs that are satisfied after a long delay become unconscious motivators.

Ann Roe's theory is thus classified as needs theory in that primary attention is given to the wants and desires that stimulate the individual to have an occupational preference. A life style formed as a product of heredity and early environment, is motivated by needs, and is channelled into career-seeking behaviour. In other words, career development and

vocational choice are influenced by the individual abilities and interest and vocational choice is a matter of interaction between genetic and environmental factors that become part of the total life pattern The home atmosphere influences the type of vocational activities while the genetic structure and involuntary pattern of expenditure of psychic energy influences the occupational level achieved by the person. Other environment, may raise the occupational level due to increased motivation, however the increase can only be within the limits of the socio-economic background and the genetic influence on intelligence.

2.3.4 Implication Vocational Counselling

From Roe's theoretical position, a counsellor could infer certain procedures to follow. It would be necessary for the counsellor to develop interview or inventory procedures that could measure a client's need structure accurately and reliably.

Since the individual's need structure acts as a guiding force to channel energies into a specific life pattern, the counsellor could best help the client by exploring the need structure, bringing it out into the open, helping the client to recognise the limitations that infringe upon vocational aspirations, and identifying occupation that would satisfy the client's needs.

Since according to Roe (1954), individuals choose their occupations in order to meet their individual needs, when lower-level needs like security are satisfied, there is the tendency for an individual to seek for jobs which would satisfy his higher-level needs such as self-esteem and self-actualisation.

Frank Parsons' Trait and Factor Theory of Career Choice
The basic assumption of this theory is that a straight forward matching of an individual's abilities and interest with the world's vocational opportunities can be "accomplished and once accomplished, solves the problems of vocational choice for that individual.

The trait and factor theory tries to explain why an individual has decided on an occupation considering the individual's traits, such as abilities, interest, values, capabilities and characteristic. It seeks to explain why individuals choose one job and not the other, uses factors within the individual and not those external to the individual, to explain why he has decided on that particular occupation and not another. Parsons (1909) states the three stages are follow:

-       The individual has to know himself, his characteristics, his interests, abilities, values and capabilities.

- He has to know the characteristics of occupations, the demands, needs requirements, conditions and qualities of the occupations.
- The individual would have to compare his own characteristics and needs, abilities, values and interest with the characteristic, requirements, demands and needs of the occupation. It is then that he can select the occupation that best suits his purpose and characteristics.

Parsons says if an individual does this, then he stands a chance of being happy or satisfied in the occupation.

2.3.5 Implications for Vocational Counselling

Trait-factor theory requires that the counsellor should know the character traits of each personality type and the characteristics and demands of each occupation before he can effectively help individuals in the choice of appropriate occupations suitable to their personality. This will require a comprehensive list of various occupations to be kept by the counsellor and a cumulative record card containing vital information on every student.

Holland's Career Typology Theory of Vocational Behaviour
- Hollands' theory is based on the following assumptions: that the choice of a vocation is an expression of personality and that vocational interest represents the expression of personality in work hobbies, recreational activities and preferences.
- that interest inventories are personality measures.
- that if an individual enters a given vocation because of history and personality traits associated with that vocation, then the same vocation like the adage "Birds of the same feather flock together".
- that each individual has stereotypic representations of various vocations that are personally meaningful. Initial impressions of individuals are frequently based on dress, friends, actions and vocation.
- that vocational satisfaction, stability and achievement depend on the congruence of one's personality and one's work environment.

Holland's Theory
According to Osipow (1973) there are four propositions regarding Holland's theory.
1. that most individuals can be categorised as one of six types-realistic, investigative, social, conventional, enterprising and artistic.
2. that six kinds of occupational environments parallel the six types of individuals. These are:

(a)   The realistic people are characterised by aggressive behaviour, interest in activities requiring motor coordination, skill and physical strength and masculinity. They prefer to act out problems and avoid interpersonal and verbal interactions.

(b)   The investigative persons' main characteristics are thinking rather than acting, organising and understanding rather than dominating or persuading. The social people seem to satisfy their needs for attention in a teaching or therapeutic situation. They seek close inter-personal situations, but avoid the use of extensive physical skill or engaging in intellectual problems solving.

(c)   The conventional people are characterised by great concern for rules and regulations, great self-control, subordination of personal need and strong identification with power and status. This kind of person prefers structure and order and thus seeks interpersonal and work situations where structure is readily available.

(d)   The enterprising people are verbally skilled and they use this to manipulate and dominate people. They are concerned about power and status and they aspire to attain such.

(e)   The artistic person manifests strong self-expression and relations with other people but indirectly through artistic expression. He dislikes structure; prefers the use of physical skills or interpersonal interactions. They are more feminine, show relatively little self-control and express emotions more readily than most people.

3.   That people search for environments and vocations that still permits them to exercise their skills and abilities; to express their attitudes and values; to take on agreeable problems and roles, and to avoid disagreeable ones.

4.   That a person's behaviour can be explained by the interaction of one's personality pattern and one's environment.

He also postulated that the direction of choice of one of the six occupational environments is a function of the dominant characteristics of one's personality pattern. That, as the dominance of personality characteristics changes, so do the vocational preferences and choices. That an individual will seek an occupational environment that corresponds to the particular orientation that is most dominant in his life.

In a situation where the environmental factors interfere with the implementation of the first clear-cut orientation, the individual will seek an occupational environment appropriate to his second strongest orientation.

2.3.6 Implication for Vocational Counselling

The more strongly developed an individual's personality is, the more strongly developed the hierarchy is, the less chances of outside interference in job choices. Students should be encouraged to start career choices early in life. The counsellor should bear in mind that outside interferences may come from family or peer group. Someone's early experiences and pressures may also affect his career choice.

Holland (1958) developed the Vocational Preference Inventory (VPI) to help the counsellor to ascertain the preference of the client. The client's answers to the questions asked will tell what type of personality he has. This was further modified by Bakare (1974) into Vocational Interest Inventory (VII). The right usage of the available information would help the counsellor in guiding his client to make appropriate choice of vocation and eventually have a smooth transition into the world of work.

Social Systems Approach to Career Decisions
The social systems approach to career choice looks at the next external pressures that make one choose a career. This is unlike the psychoanalytic theory that looks at the internal pressures. Basic to this approach are: -
(a)   The role of Chances: The role chance plays in choice of career is major is always a reason behind every behaviour or choice one makes. This emphasis on 'chance' gives rise to the 'accident' theory. The fact that most career choice occur by accident.
(b)   Career path as path of least resistance: People do not like to go into very competitive careers when their lower order needs are not yet satisfied.
(c)   That self-expectations are not independent of the expectations society has for the individual.

In all these cases the individual is influenced by variables beyond his control in his choice of career. Some of these are:
(1)   **Social Class:** the social class of an individual is dependent on the social class of family. People choose occupations that befit their social class.
(2)   **Inheritance of Occupation:** Some families have the tradition of grooming their children to take on the parents' profession, family business or even political affiliation. Conflict would occur when a child's personality does not conform to the demands of the family occupation.
(3)   **The educational system:** That a child derives maximum benefit from schooling depends on the type of school attended. His academic achievement in the various school subjects first gives him a rough idea of possible line of career. But some students may not develop their aptitude fully because of the type of school

attended. The school may lack good teachers or even teachers for some school subjects; It may not be financially buoyant to have a well-equipped laboratory; the tone of the school may be so bad that the morale of an ambitious boy is low within the first few years. These and many others to be treated later create problems in vocational choice.

(4)   **Environmental Press:** These are the conditions that surround the child over which he has no control. Such unusual things can be malnutrition, intellectually ungifted and physical handicap of the child which prevent him from engaging in a profession.

(5)   **Parental Level of Education:** The higher the level of education of the parents, the higher the expectations of the parents on the child. The education of the father is much more influential than the education of the mother, and there is much pressure from parents who have not been to school for their children to go through education than from parents who have been to school. The reason is that they want to make up on what they have lost, through their children. Expecting too much from a child will bring about problems if the child has not got the capacity to cope.

(6)   **Organisation Life:** There are certain types of systems that allow certain occupations to flourish. For instance, the 'Force' in general, specifies the height of a prospective intake. If a child is interested in joining the "Police Force" as a career but has not reached the stipulated height, he would be disqualified.

Need for Occupational Information
Many adolescents go into high sounding careers without knowing actually what are the basic things involved. This may result in their moving from one job to the other in search of job satisfaction. This is what Super referred to as the 'exploratory stage' of vocational choice and this exploratory stage can be shortened by the guidance counsellors.
The counsellor provides information to make the client aware of the world of work, the prospects of job placement, job analysis, job development and information on when potential employment exists or will shortly be available.

The counsellor or the careers' master help the counsellor to know the vital information required before choosing a career. Some of these are:
1.   The minimum education requirements for entry into the career
2.   The period of training required, if any
3.   The general conditions of services. This may include:
    (a)   Type of reward in form of salary, fringe benefits such as; free accommodation, leave allowance, over time allowance etc.

(b)   Other conditions of work such as working on Saturdays or Sundays, working shifts, night duty, extensive travelling, and so on.

(c)   The pension scheme, the retiring age, the gratuity and other benefits.

(d)   The job hazard should also be made known to the client.

4.   Social status and prestige attached to the career such as the demand for `the career and other prospect for social influence and advancement (Olayinka 1979).

Another thing the counsellor should do to help pupils make the correct choice of career is to help them know themselves- to understand their personality. This will enable each child to know his interest, aptitude, attitude and the level of his intelligence.

I.   **Interest:** Bakare (1974) has a modification of the 'Strong Vocational Interest Blank' known as Vocational Interest Inventory. Through this the counsellor can diagnose the vocational interest of his client, which may be Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service or Clerical. He counsels the clients to take to his strongest interest.

II.   **Aptitude:** Aptitude may be defined as talent or one's potential capacity to learn and succeed in a given activity, if trained. Individuals' aptitude exert influence on the vocational level they are likely to attain, the training they are likely to be admitted to or succeed in and the quality of work they are able to perform. To test aptitude, there are the General Aptitude Test Battery (GATB), further modified by Obe (1982) to Scholastic Aptitude Test (SAT), with these, counsellors would be able to identify pupils' aptitudes such as verbal, numerical, spatial, mechanical, artistic, manual or musical and so guide them accordingly.

III.   **Attitude:** Attitude is another dimension of the client which a counsellor can use to diagnose his feeling towards a particular career. It can be positive or negative. Attitude scales have been developed to access people's attitude. The easiest one is the Likert-Type attitude scale.

IV.   **Intelligence:** Intellectual ability remains a significant factor in educational and occupational choice. Individuals who enter an occupation for which the majority of workers have a higher degree of intelligence than they possess will find themselves at a competitive disadvantage. Conversely, if they enter an occupation in which the majority of workers have intelligence ratings

definitely below theirs, they may find that neither the work nor their associates are satisfying. This is why the intelligence of pupils is taken into consideration by the counsellor in helping them to make occupational choice. The counsellor could give intelligence test which covers many psychological factors such as verbal, numerical, memory and reasoning. There are scholastic, artistic, business, social and military intelligence. They could be measured by the use of Standford-Binet Intelligence Scale or by California Test of Mental Maturity (C.T.M.M) which can be adapted to suit the client's cultural background. Other areas that should be closely looked into include community, peer group and so on.

Some Methods of Disseminating Occupational Information
1.   Careers' Week or day
      Organising either of them will involve a lot of activities, namely:
      -      Setting up a planning committee
      -      making contacts and inviting lecturers and exhibitors.
      -      Getting parental approval for the children's attendance if the period will stretch beyond the normal school period.
      -      Getting the hall ready
      -      Making plans for transportation for the guest or students depending on the venue.
      -      Preparations for refreshment.
      -      Getting all the paper work done in time e.g., sending out invitations, programmes, etc. to expected guests or schools.
      -      Seeing to all the details like posters for the walls, a stand-by generating plant in case of power failure etc.

      After each lecture, the students are given time to ask questions. They also have opportunities to visit the career exhibition stand and see, on the spot action on some of the professions. There should be verbal interaction between students and exhibitors/lecturers because they would gain a lot through first-hand information.

      The magnitude of the programme depends on the organiser- it could hold for a day or a five-day period.

      The counsellor cannot organise these alone. He needs the cooperation of the administrative head of the organisation, the support of the principal and vice principal(s), teachers and parents.

      The students' interest should have been aroused long before this time, through short talks or lectures and film shows.

2. **Vocational Exploration through Extra Curricular Activities**
   Vocational exploratory experiences can be provided for students in many extra curriculum activities. For example, newspaper careers, both in the area of news gathering and editorial comments can be started by work on the high school magazines.

3. **Field Trips/Excursions**
   Visits to places of occupational interest also provide vocational information. Such arrangement will be made with the permission of the parents and all other necessity like transportation, finance etc, will be seen to be the school authorities' responsibilities

4. **Vocational Experiences through apprenticeship or try outs**
   Experience is the best teacher, so it is that a first-hand experience at the workshop will go a long way in giving direct information through practical and first-hand experience. But again, it may have limitations according to Poppen and Thompson (1974) because the experience is brief and limited. But on the whole, there are a whole world of exciting experiences and information.

5. **Career's Club:**
   Under the canopy of the careers' club, a Vocational information file can be developed with cuts outs from newspapers magazine etc. according to Olayinka (1979) he suggests that such information albums should be classified under training programmes, career vacancies, entrance requirements to high institutions...and such information should be kept up to date, storing such in the library or guidance and counselling reading room for easy accessibility. A table of contents for each album will also enable the student to use them effectively.

6. **Bulletin Board**
   This board located in a conspicuous place for easy access, should be big and broad enough for the display of various cutting which contains information on pre-vocational and occupational issues. Various cuttings from newspapers, journals, magazines should be displayed on weekly basis, then replaced with new cuttings.

7. **Use of Audio Visuals**
   Participation in their use extends from students of all classes to specific programs of films, slides and other aids for use within groups of students interested in particular vocation, and for use with all students in dealing with occupational information, education and vocational planning.

8. **Parents teachers' association**
   Parents play a vital role in giving occupational information to their children. Olayinka (1979) suggested that the P.T.A is also forum which can be utilised to enlighten parents about job opportunities for their children and how they can motivate them to be

achievement oriented. Sometimes the best way to help pupils is to conduct discussion groups for them, for example, parents of gifted children often need help in understanding their unique responsibility to them and providing a stimulating environment for the development of their potentialities. Students (gifted or handicapped) will then be stimulated by their parents' enthusiasm and interest.

9.   Cumulative record
The cumulative record provides a great deal of information to the counsellor who in turn can counsel his client by giving him all the necessary information on either to go ahead with his plans or direct him in seeking other alternatives.

Types of information	Methods of obtaining Information
A. (i) Psychological Needs	A. Observation, Interviewing
B. (ii) value Patterns	B. Value Inventories;
C. Occupational Preference and Reasons for Preference Interests	C. MOPS (Motivation for Occupational Preference Scale) Vocational Interest Inventory (VII) 84

INFORMATION REQUIRD FOR GUIDANCE AND COUNSELLING

D. Aptitudes	D. Aptitude Tests
E. Academic Achievement	E. Class Records, Cumulative Records
F. Personality attributes	F. Observation, Teacher's Reports or Ratings; Cumulative Records, Psychological Tests.

VOCATIONAL GUIDANCE

Self-Assessment Exercise

In social systems approach to career decision, mention 6 variables that are beyond individual control of his choice of career.

2.4   Summary

One of the major causes of unemployment in Nigeria today is lack of proper vocational guidance of the youth. Investigation has shown that there is no programme for guidance and counselling in most of our primary and secondary schools. This lack of proper guidance and counselling, at an early stage of development, provides a situation in which many children to grow up confused of what to do in life. Under this confused state, they go into wrong profession. This may make them less useful to the nation and themselves.

In Nigeria, many families want their children to be medical doctors, lawyers or engineers not minding whether such children can cope with courses leading to these specialisations. Even where children can cope with course leading to the areas of study mentioned above, it then implies that most children will cluster around few areas of study and this is not to the best interest of the nation. Vocational Guidance and Counselling will prevent such situation from occurring. It will expose children to other areas of study and will direct children to areas they have both interest and aptitude. Ipaye (1986) pointed out that probably the most basic role of vocational guidance in school is to encourage students to grow and realise their full potential. The importance of vocational guidance is such that Vaughan (1970) stated that "early all authorities agree that guidance should be seen as a continuous process starting at least at the beginning of secondary school education, carrying through to the end of school and preferably followed up later on".

We should note that vocational choice is a developmental process. This is a result of the fact that it spreads over several years rather than being seen as a decision taken at a particular time. Vocational development continues from the stage of fantasy to reality. Vocational guidance is primarily concerned with vocational development and needs early guidance so that proper choice could be made. This view was supported by Vaughan (1970) when he stated that "one reason why early guidance is important is that many children do not look upon their first job as the start of a career, but as something much less important." Carter (1966) has suggested that possibly one half of the children in our secondary modern schools came from families where both education and work are thought of with apathy,

and where parents' knowledge of both is very limited. Vaughan (1970) stated a reason for early guidance of pupils. According to him by the time a child is of adolescent age, he is already limited in his choice of jobs by what he has already learned, especially when his secondary education has involved specialisation in certain subjects for any length of time. For example, a boy who has O'Level in English, History, Geography, French and Arts, and who then decided that he wished to become a doctor, would be at an immediate disadvantage through his ignorance of scientific subjects." This points to the fact that vocational guidance should be concerned with individual choice of specialist subjects at an early stage of the secondary school course, as well as with the later stage of transition from school to work. Rastogi (1978) while supporting the above view stated that "there are a number of basic assumptions underlying all work of vocational guidance. It believes that a job is more than a job-it is a life style; something which not only helps to earn, but also decides our personal and social life and brings a sense of fulfilment. It also suggests that many vocational avenues should be open to the developing individual for as long as possible, and no attempt should be made for academic over-specialisation at a premature stage."

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2.6   Possible answers to Self-Assessment Exercise

In social systems approach to career decision, mention 6 variables that are beyond individual control of his choice of career.

ANSWER
1. Social Class: the social class of an individual is dependent on the social class of family. People choose occupations that befit their social class.
2. Inheritance of Occupation: Some families have the tradition of grooming their children to take on the parents' profession, family business or even political affiliation. Conflict would occur when a child's personality does not conform to the demands of the family occupation.
3. The educational system: That a child derives maximum benefit from schooling depends on the type of school attended. His academic achievement in the various school subjects first gives him a rough idea of possible line of career. But some students may not develop their aptitude fully because of the type of school attended. The school may lack good teachers or even teachers for some school subjects; It may not be financially buoyant to have a well-equipped laboratory; the tone of the school may be so bad that the morale of an ambitious boy is low within the first few years. These and many others to be treated later create problems in vocational choice.
4. Environmental Press: These are the conditions that surround the child over which he has no control. Such unusual things can be malnutrition, intellectually ungifted and physical handicap of the child which prevent him from engaging in a profession.
5. Parental Level of Education: The higher the level of education of the parents, the higher the expectations of the parents on the child. The education of the father is much more influential than the education of the mother, and there is much pressure from parents who have not been to school for their children to go through education than from parents who have been to school. The reason is that they want to make up on what they have lost, through their children. Expecting too much from a child will bring about problems if the child has not got the capacity to cope.
6. Organisation Life: There are certain types of systems that allow certain occupations to flourish. For instance, the 'Force' in general, specifies the height of a prospective intake. If a child is interested in joining the "Police Force" as a career but has not reached the stipulated height, he would be disqualified.

UNIT 3   PERSONAL   SOCIAL   GUIDANCE   AND COUNSELLING

Unit Structure

3.1   Introduction

This is the third major component of any guidance programme in the school but it is the most neglected of the three. Students in different institutions are faced with such problems as interpersonal relationships with members of their peer group, teachers, parents, significant figures and even the transition from one school to another present some problem of adjustment. These problems can present painful and difficult experiences. Which requires personal or social guidance and counselling. This is the type of guidance where a person or individual overcome their problem on their own. Also, it is the assistance that is provided to an individual to solve their social, mental, morals, health, and ethical problems. Besides, it helps in solving those problems, which we cannot solve with just vocational and educational guidance.

Personal assistance is of two types written and oral. They help to make an adjustment in our life. Moreover, it is the guidance they let us know what we are now and what we can become later in life. Besides, it helps children and student to help them and look at them from the right point of view.

In the case of personal guidance, we observe that it is not an easy task. And the total development of an individual's personality depends on the development of personal habits and attitudes. That's why most of the individual face this problem in life (Athar, 2019).

3.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- mention about 10 issues that requires personal-social guidance and counselling
- discuss on the personal-social guidance and counselling.

3.3 Personal Social Guidance and Counselling

3.3.1 Personal Social Guidance and Counselling

The counsellor should try as much as possible to be current with contemporary social values, attitudes, trends and issues. While it is true that to solve the individual's social problems the individuals have to be helped to modify, change or adjust their behavioural pattern in conformity with the societal norms there are times that the circumstance needs to be changed for the individuals to be able to function effectively. It is important to recognise the right of the individual to live as a human being with dignity and self-esteem.

Personal-social counselling is not limited to the school system alone, it encompasses other areas of Guidance and Counselling such as marital counselling, peer counselling and pastoral counselling.

At the school level, the school counsellor is faced with clients with diverse personal problems which may at times have their roots in family background of such clients. Students in the secondary school and tertiary institutions who have fled the security of home environment only to find themselves among strange faces from different homes and with diverse behavioural patterns may develop psychological problems. According to Olayinka (1993), socially, these students may become maladjusted, they may experience interpersonal adjustment problems with their roommates, classmates, school mates and even their teachers or lecturers. They may eventually lose confidence in themselves and their personalities, underrate their personal values, become tensed up, introverted and become emotionally disturbed. Some students are worried about their family situations (poverty, quarrel between the parents, father/child, siblings/neighbours/misunderstandings, many of them are adolescents with a mirage of developmental problems, sexual problems and loss of friendship). All these are detrimental to good academic performance.

The counsellor can employ any or a combination of counselling theories to deal with the students' problems whether individual or in group depending on the nature of the problem. Most personal-social problems however, call for individual counselling.

3.3.2 Personal Social Counselling

Types of information	Methods of obtaining Information

G. Personal Problems
H. Study Habits Self Concept
I. Level of Aspiration
J. Need Achievement
K. Fear of Failure (Anxiety)
L. Overall Social Adjustment
M.
	G. SPI (Student Problem
	H. Inventory)
	I. SHI (Study Habits Inventory)
	J. Self-Concept Scales
	K. Interviewing on Experiment
	L. Situation
	M. Academic Need Achievement
	     Scale
	     Anxiety Scale
	     Sociometric Tests.

Self-Assessment Exercise

Is personal-social counselling limited to school alone? Discuss

3.4   Summary

At times some children may want to discover the nature of their own sexuality and sexual competence. They want to love and be love hence they make friends.

The friendship may break up as a result of disagreement. The problem of drug abuse by some students will always make teachers, parents and members of the community unhappy. All these problems need to be dealt with for the betterment of the students' parents, teachers and the generality of individuals that make up the community.

The problem of loneliness, unsatisfactory relationship, lethargy, purposeless existence, value confusion, disenchantment with parents and many other personal inadequacies require utmost attention and help. Some people may improve or adjust their behaviour if they get a listening ear; others require help in releasing their tension.

This point to the need of a guidance counsellor who will guide, direct, advice and counsel the individual; the counsellor will have to elicit the subject's personal-social information. According to Norris Zeran and Hatch (1960) cited in Ipaye (1983) "social information is valid and usable data about the opportunities and influences of the human beings which will help a student to understand himself better and to improve his

relations with others and also include information that has to do with understanding oneself and getting along with others as well as such specific areas like boys-girls relationship, manners and etiquette, leisure time activities, personal appearances, social skills, home and family relationships, financial planning and healthy living.

3.5   References/Further Reading/Web Resources

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UNIT 4   BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING

Unit Structure

4.1   Introduction

Counselling is the process of assisting individuals to cope with life situations. It is defined as a person-to-person, face-to-face encounter between the counsellor and the client. It is a relationship of trust whereby the counsellor who is capable of being regarded as a special kind of teacher assists an individual to evaluate himself and his opportunities, make a feasible choice in the light of his unique characteristics and opportunities, accept responsibility for his choice and initiate a course of action that is appropriate with his choice.

Guidance and counselling as a 'helping' profession is based on certain principles to facilitate its effectiveness. There are about ten of the principles and they relate to the practice of guidance and counselling in Nigeria.

4.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the basic principles of guidance and counselling
- explain how guidance counsellor can recognise client's worth and dignity.

4.3   Principles of Guidance and Counselling

4.3.1 Basic Principles of Guidance and Counselling

1.   Guidance services are for all people. A programme of guidance services is potentially intended for all people and not only those who have problems. Students, staff, the community and other

agencies may benefit directly from a programme of guidance services. Even if an individual is not experiencing educational, vocational or personal-social problems, such a person may need some help or to be motivated to plan his life more meaningfully. In a real-life situation, each individual often experiences one type of problem or the other although he may not be aware of or even admit he needs help. For example, students who perform creditably in academic subjects may need motivation to be achievement-oriented. A clever boy or girl may become an under-achiever if he or she is not working to his/her full potentiality. Every student is welcome to seek guidance although some students may need it more than others.

2. Guidance services are voluntary and not by force or coercion. The students may be persuaded but not forced to participate in a counselling encounter. Shy and reluctant clients may be referred to the counsellor by their parents, teachers, friends or other significant persons, but the counsellor has no right to force a client to come for counselling.

3. Guidance services are for all school levels. Appropriate types of counselling techniques should be fashioned to suit the needs of counselling at primary school, junior secondary school and post-secondary institutions of our educational system. Counsellors should realise that the type of problems and concerns of the clients differ from one age to the other. But each stage of life cycle needs guidance and counselling. For example, young pupils need developmental guidance designed for a healthy academics, vocational, moral and social adjustment. The adolescent students have their peculiar developmental guidance needs for preparation to adult roles in the work, sex and marriage. Adults, also need counselling to cope with adult life problems.

4. Guidance services are aimed primarily at preventing problems than solving them. The popular saying "prevention is better than cure" is a good slogan for counsellors. The primary goal of a counsellor is to prevent major problems from occurring. In life situations, however, problems still occur which the school should deal with to assist his clients.

5. Guidance services do not provide solution to all human problems. Unresolved problems can be referred to more competent agencies for possible solution; guidance is not a cure for all problems. The counsellor should recognise his limitations and promptly refer clients to other agencies whose services will better meet the needs of the clients which the counsellor has identified.

6.   Guidance services must ensure the security and confidentiality of a personal information revealed either directly by the client during the counselling interview or through data collection process. Confidential information should only be shared with others with the consent of the client or if to do so will serve the interest of the client and the law of the land. If a client confides in the counsellor that he or she committed one type of crime, the counsellor should strongly persuade him/her to stop such a criminal act he should not report the confidential information to the police or even to the principal. A counsellor should not betray trust and confidentiality which the counselee has in him.

7.   Guidance services should be rendered on a continuous basis. As a person grows up, his needs, interest, goals, aspirations and plans may also change.

     Guidance services should not be a once and for all affairs but should follow up the developmental pattern of an individual as much as it is feasible.

8.   Guidance services should recognise the worth and dignity of an individual client. Counsellors should accept their clients with empathy, understanding, congruence and unconditional positive regard as postulated by Carl Rogers. Other school personnel, such as members of the school disciplinary committee, may be inclined to summarily dismiss a student due to his short comings or violation of schools' regulations, guidance services focus on the reformation of the offender and the need to plan for alternative behaviour for the client to adopt. Thus, the counsellor holds a positive and patient view that most individuals with maladaptive behaviours could change through adequate learning process.

9.   Guidance services are based on the total development of mental vocational, emotional and personal social aspect of an individual intellectual development alone is limiting. The cognitive, affective and psychomotor domains of the individuals are all important and should emphasised.

10. Guidance services may manipulate the environment to help the client consideration for employment opportunities. The counsellor may intervene on behalf of his client, to seek for scholarship or prevent other persons from frustrating him.

Principles of Guidance and Counselling according to Amar (2015) also include:

1. Principles relating to service targets:
    a. Guidance and Counselling serves all individuals regardless of age, gender, ethnicity, religion, and socioeconomic status.
    b. Guidance and Counselling to deal with personal and individual behaviour that is unique and dynamic.
    c. Guidance and Counselling mindful of the stage and various aspects of individual development.
    d. Guidance and counselling to give primary attention to the individual differences that became the subject of service orientation.

2. Principles with respect to individual problems:
    a. Guidance and counselling to deal with matters concerning the influence of mental / physical adjustment of the individual against himself at home, at school, as well as in relation to social contacts and work, and conversely the effect of environment on mental and physical condition of individuals.
    b. Social inequalities, economic, and cultural factor for the emergence of problems in individuals who all mark a major concern of guidance and counselling services.

3. Principles relating to program services:
    a. Guidance and Counselling is an integral part of education and individual development efforts, hence the program guidance and counselling aligned and integrated with educational programs and development of learners.
    b. Guidance and Counselling Program must be flexible, tailored to the needs of individuals, communities, and state institutions.
    c. The content and services guidance and counselling programs need to hold a regular assessment and directional

4. Principles relating to the objectives and implementation services:
    a. Guidance and counselling should be directed to the development of individuals who were finally able to guide myself in the face of the problem.
    b. In the process of guidance and counselling decisions taken and will be done by individuals should be the individual's own volition, not because of the willingness or the insistence of the supervisor or other party
    c. Individual problems should be handled by experts in fields relevant to problems encountered.

d.   Cooperation between teacher mentors, other teachers and parents are very important for the success of guidance services.

e.   Development of guidance and counselling service program pursued through the maximum utilisation of measurement results and an assessment of the individuals involved in the process of care and guidance and counselling program itself.

Self-Assessment Exercise

List the basic principles of Guidance and Counselling

4.4   Summary

The Guidance counsellor in his or her effort to help the client to gain self-understanding, self-fulfilment, and self-determination through self-clarification should base his professional practice on the above basic principles which Olayinka (1993) has enumerated.

The ten principles are as follows: Guidance services are for all people; Guidance services are voluntary and not by force or coercion; guidance services are for all school levels; guidance services are aimed primarily at preventing problems than solving them; guidance services do not provide solution to all human problems; guidance services must ensure the security and confidentiality of client's information; guidance services should be rendered on a continuous basis; guidance services should recognise the worth and dignity of client; guidance services are based on all round total development and lastly guidance services may manipulate the environment to help the client.

4.5   References/Further Reading/Web Resources

Amar, F. S. (2015). Principle Guidance and Counseling: World Educational Psykology

Oladele, J. O. (1987). *Guidance and Counselling: A Functional Approach*. Lagos: John- Lad Enterprises.

Olayinka, M. S. (1993). *Guidance and Counselling for Nigeria Schools*. Lagos: Literamed Publication Ltd.

4.6   Possible Answers to SAEs

List the basic principles of Guidance and Counselling

Answer
1.   Guidance services are for all people
2.   Guidance services are voluntary and not by force or coercion
3.   Guidance services are for all school levels.
4.   Guidance services are aimed primarily at preventing problems than solving them. Guidance services do not provide solution to all human problems.
5.   Guidance services must ensure the security and confidentiality of a personal information revealed either directly by the client during the counselling interview or through data collection process.
6.   Guidance services should recognise the worth and dignity of an individual client.
7.   Guidance services are based on the total development of mental vocational, emotional and personal social aspect of an individual intellectual development alone is limiting.
8.   Guidance services may manipulate the environment to help the client consideration for employment opportunities.

UNIT 5   GUIDANCE SERVICES IN SCHOOLS

Unit Structure

5.1   Introduction
5.2   Intended Learning Outcome
5.3   Guidance Services in Schools
        5.3.1   Guidance Services in Schools
5.4   Summary
5.5   References/Further Reading/Web Resources
5.6   Possible Answers to SAEs

5.1   Introduction

In all counselling endeavour, the counsellor aims at bringing about change in behaviour. Counselling services in the school system help to eliminate indiscipline on the part of students, teachers and other schools' personnel. These services also embrace the provision of educational, vocational and socio personal counselling. All these help in no small way to put the students on a good footing academically and vis-à-vis help to brighten the image of the school and good academic attainment and achievement of the students.

Counselling Services in Schools

1.   Promoting counselling in support of the education of students.
2.   Providing personal counselling.
3   Keeping and updating cumulative record cards.
4   Referring students to other services and agencies according to their needs.
5   Promoting staff development in the fields of counselling.
6   Facilitating parenting skills programmes and delivering talks.
7   Organising in-service courses and professional development sessions.
8   Contacting parents regarding students' holistic development and other specific problem.
9   Delivering talks and/or contacting parents on personal development, educational achievements, educational issues and developments.

https://education.gov.mt/en/education/student-services/Pages/PsychoSocial_Services/Counselling_Services_in_Schools.aspx

5.2   Intended Learning Outcome

By the end of this unit, you will be able to:

- discuss the Guidance services in schools.

5.3   Guidance Services in Schools
5.3.1 Guidance Services in Schools

A.   Orientation Service: The school counsellor should be actively involved in the planning and execution of an orientation programme for new intakes because new students need to know what are the available resources in the school and were to locate them. The students through the orientation programme are helped in their adaptation to their new school environmental, academic and psycho-social situation. This service should be an ongoing process as there are new things to introduce to the students. Also, it should not be limited to new students only, it should be extended to new members of staff and even parents.

B.   Appraisal Service: This is a service rendered by the school counsellor in the area of the collection, organisation and interpretation of data regarding the students and thus be able to make students understand themselves better. A clear understanding and knowledge of his personal strength and weakness would enhance the individual's ability to make the right choice at any given opportunity. Making use of the results derived from the appraisal service would help not only the counsellor, but also the parents, teachers and the school administrators to understanding the students better. The needed data are usually collected through both testing and non-testing techniques (A whole chapter has been dedicated to an extensive discussion on these techniques).

C.   Information Service: Provision of the right information about the three dimensions of Guidance and Counselling (Educational Vocational and Personal-Social) is one of the major services the school counsellor renders. This service is indispensable in that it is the core of the other services since without the appropriate information, no meaningful guidance and counselling can take place.

D.   Counselling Service: This is a major part of the 'broad' guidance services. The three major counselling services that should be provided by the school are:
i.   Vocational Counselling

    ii.   Academic/Educational Counselling; and

    iii.   Personal-Social Counselling;

E.   **Planning Service:** Good and adequate planning is central to the success of any human endeavour, hence the counsellor helps his clients to plan effectively for their future and work towards the realisation of such plan. Even the school counsellor is actively involved in most school activities such as open day, end of the term activities, prize giving day, sports P.T.A. meetings, etc.

F.   **Placement Services:** It is part of the Guidance services to help the student in right selection and adequate utilisation of the available opportunities. Within the school system, students are placed in the right school, work. Within the school system, students are placed in the right school, streamed into the right class after taking into consideration their abilities interests, and aptitudes. It involves basically the fixing of a square peg into a square hole and not the other way round which may be highly frustrating and eventually lead to job dissatisfaction.

G.   **Follow-Up Service:** This guidance service is provided as the counsellor follows his client up by obtaining relevant progress report on such client's performances after therapy to evaluate how effective the guidance/counselling programme(s) has/have been. This is a vital service because it provides feedback and hence the effectiveness of other programmes implemented can be assessed and the right modifications made where and when necessary.

H.   **Referral Service:** The school counsellor is not omniscience. Only the Almighty God has such attribute. Therefore, he should feel free to refer any case beyond his knowledge, experience or control to the appropriate personnel. For example, he should refer a client with advanced neurosis to the psychiatrist and the one with very high temperature to the medial personnel/the school nurse (where available). Even a psychological problem can be referred to another colleague who is a specialist in that area or if the client is closely related to the counsellor.

I.   **Consultancy Service:** According to Bernard and Fullmer (1977) "The counsellor is both a provider and a manager of human resources". The counsellor should function effectively as a resource consultation to both school and non-school personalities by helping to solve their individual and corporate problems. The word 'consultant' is often used to refer to someone who is expert/specialist in an area, who gets involved in a particular

situation for a short period, evaluates it and makes some necessary recommendations.

Even though the Counsellor-consultant may not know all the answers nevertheless, he should be able to help others find the answers.

Self-Assessment Exercises

1.   What are the major Guidance services in schools?
2.   Discuss in details three of the Guidance services in schools.

5.4   Summary

Students with wide range of abilities, different parental and social background and academic and emotional problems will definitely surface in our schools, problems that centre on how to improve their academic performances, selecting courses that suit their abilities, interests and aspirations, deciding on a future career or dealing with their other issues or anxieties over their general psychological needs for security, self-esteem and personal fulfilment will be prevalent. The counsellor takes steps by giving appropriate services to give prompt professional touch to the students.

In an ideal school situation, a counsellor should neither be an administrator nor a teacher but he should be devoted to his proper functions. In offering comprehensive guidance service to students, therefore, the counsellors should provide the following services. The major Guidance service s in school include; orientation, appraisal, information, counselling, planning, placement, follow up, referral and consultancy services.

5.5   References/Further Reading/Web Resources

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      services/Pages/PsychoSocial_Services/Counselling_Services_in_
      Schools.aspx June 23rd 2020

5.6   Possible Answers to Self-Assessment Exercises

1.   What are the major Guidance services in schools?

Answer
1. Counselling Service: This is a major part of the 'broad' guidance services. The three major counselling services that should be provided by the school are:
1.   Vocational Counselling
2.   Academic/Educational Counselling; and
3.   Personal-Social Counselling
2. Placement Service
3. Information Service
4. Appraisal Service
5. Referral Service
6. Follow Up Service

2.   Discuss in details three of the Guidance services in schools.

Answer
a.   Orientation Service: The school counsellor should be actively involved in the planning and execution of an orientation programme for new in- takes because new students need to know what are the available resources in the school and were to locate them. The students through the orientation programme are helped in their adaptation to their new school environmental, academic and psycho-social situation. This service should be an ongoing process as there are new things to introduce to the students. Also, it should not be limited to new students only, it should be extended to new members of staff and even parents.
b.   Appraisal Service: This is a service rendered by the school counsellor in the area of the collection, organisation and interpretation of data regarding the students and thus be able to make students understand themselves better. A clear understanding and knowledge of his personal strength and weakness would enhance the individual's ability to make the right choice at any given opportunity. Making use of the results derived from the appraisal service would help not only the counsellor, but also the parents, teachers and the school administrators to understanding the students better. The needed data are usually collected through both testing

and non-testing techniques (A whole chapter has been dedicated to an extensive discussion on these techniques).

c.   Information Service: Provision of the right information about the three dimensions of Guidance and Counselling (Educational Vocational and Personal-Social) is one of the major services the school counsellor renders. This service is indispensable in that it is the core of the other services since without the appropriate information, no meaningful guidance and counselling can take place.

MODULE 3   COUNSELLOR'S   PROCESSES, CHARACTERISTICS AND TRAINING

UNIT 1   PROCESSES OF COUNSELLING

Unit Structure

1.1   Introduction

The Counselling process refers to the totality of activities involved in a counselling situation in which the counsellor gives to the client and to the counselling situation in such a way that the client can discover his own powers and achieve his own self-determination. The counsellor's main focus in a counselling process is the growth of his clients, but the realisation of that growth lies primarily in the counsellor's intense involvement in what is presently happening within the private world of his clients and with the relationship which he seeks to establish with his clients and with the relationship which he seeks to establish with his clients. In other words, it is not the counsellor who seeks to change the client. It is the counsellor's role is to aid such change not by taking over directions for the client but by enabling him to clarify goals and feelings to the point where he can confidently assume
self-direction.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

- describe the counselling process
- discuss steps in the counselling process

- describe Referral Counselling.

1.3   Processes of Counselling
1.3.1 A Hypothetical Model of the Counselling Process

1.   The person comes for help: He may come of his own accord or because someone else has suggested he should. In certain cases, he may even have been told to come; if this is the case the counsellor needs to be fully aware of the fact if he is to cope effectively with the initial hostility which such pressure may have generated.

2.   The counsellor attempts to relate to the client: The nature of this relationship is of crucial importance and if it goes wrong there will be little hope of achieving anything very constructive. The regard for him as a person of unquestionable value – he must convey, too, that he is willing for him to reveal his own feelings in his own way or, in other words, he must communicate his desire to help but not to control. Such acceptance is indicated by word, gesture, posture – by the total response of the counsellor to his client. This is, however, difficult to accomplish unless the counsellor actually likes his client but, without this, little growth will take place. If it happens, however, and the client does begin to experience that he is unconditionally liked and respected there is hope that he will then be able to face himself in the counsellor's presence without the fear which operates so strongly against the birth of insight.

3.   The helping situation is defined: It is important to structure the counselling relationship at the outset by exploring what kind of help may be possible, what period of time is available, what sort of goals (however vague initially) can be established. This does much to rid the counsellor of an aura of omniscience which the client may have ascribed to him. Structuring the counselling relationship in the context described above is highly relevant to the client since it communicates to the client that there is a shared task ahead and that this will involve work and effort on both their parts.

4.   The counsellor encourages his client to give free expression to his concerns: It is at this stage that the counsellor's ability to empathise with the client needs to be communicated if further progress is to be made. Unless the client feels that he is being relieved he will quickly lose confidence in the process and become reluctant to commit himself to it. At this juncture the counsellor's ability to reflect feeling accurately and to respond at the right level will be crucial.

5.   The counsellor accepts, recognises and helps to clarify negative feelings in the client: It is vital that the counsellor does not seek to evade his client's expression of fear, anger, depression, doubt or whatever it may be. Negative feelings need to be faced and vague reassurance at this stage can be positively harmful; nor must they

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be cut short before they have been fully expressed. Clearly, it is often painful to listen to a person denigrating himself or spelling out in endured if authentic growth is to take place later. It is usually the case that only when negative feelings have been fully explored can faint and hesitant expressions of positive impulses be voiced.

6.   The counsellor accepts and recognises positive feelings. In other words, the counsellor's behaviour will indicate an understanding totally devoid of judgment. To call a person good can be just as threatening as to call him bad for it leaves the counsellor in the position of power, able to grant or to withhold approval at will.

7.   Development of insight: With a lessening of fear and anxiety, insight should now be developing and the counsellor, by his responses, will try to aid the growth of self-acceptance which is the vital concomitant of awareness if behaviour change is to occur.

8.   Establishing of new goals: With the development of more self-acceptance there will come an increased clarification of needs which will lead to the tentative establishment of new goals and learning outcomes. It is possible at this point that the counsellor's role may take on a more directive or didactive flavour for the client may set up for himself goals which require for their attainment certain forms of expertise or information which the counsellor possesses. Obvious examples might be guidance in achieving more effective study skills or authoritative information about an occupational area.

9.   Growth of confidence and an ability to take decisions: At this point the client will be initiating small but significant actions and will need the counsellor's reinforcement and support. The counsellor will be alert now for the moment when counselling sessions should terminate.

It is perhaps worth remarking that with some clients' stages 7, 8 and 9 may well be reversed. For many insights does indeed lead to the establishment of new goals and the development of new behaviours, but there are others for whom insight only follows in retrospect. Such clients need to gain confidence by successfully adopting more appropriate forms of behaviour before they can come to a clearer understanding of their overall needs.

10.   No more need for help: Ending a counselling relationship is not always be easy and the counsellor must beware of breaking off the process prematurely. Usually, however, the client himself will take the initiative, thereby giving further proof of his desire to exercise his new-found autonomy (Adapted from Newsome et al 1973).

While this model may have presented an idea of the process which can and does occur, it is necessary to point out that in some cases the

development may be very rapid while in others each step forward will painfully drag especially if the client is not willing to "open-up".

The Stages of a Counselling Session
The Counselling session could be divided into five stages. The first stage referred to as referral takes place before actual contact with the counsellor, yet it is often considered an integral part of the counselling process. The stages as shown in Figure 3 include referral, diagnosis, treatment, termination and follow-up.

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┌─────────────────────────┐
│        Referral         │
└─────────────────────────┘
            │
┌─────────────────────────┐
│                         │─────────────────────►
└─────────────────────────┘
            │
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Diagnosis
Treatment
Termination
Follow-up
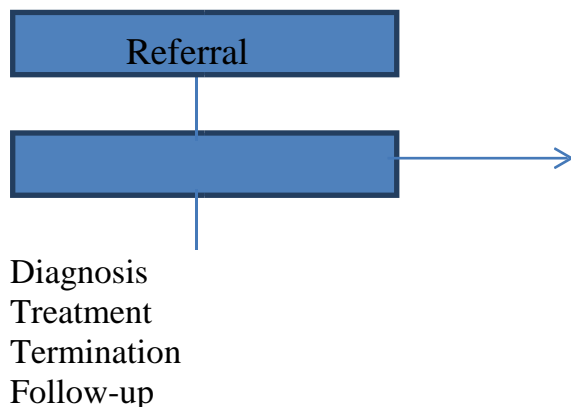
Referral in the context of counselling process has a bi-modal 'meaning. First, it refers to the process by which a client is brought into contact with the counsellor. Referral of clients to a counsellor could be from the family, from teachers, from medical doctors, from bosses, form other helping agencies such as hospitals, churches, prisons remand homes or other counsellors. It could also be self-referral in which the client 'of his own accord seeks assistance from a counsellor. These various sources of referral have implications for the counselling process itself. Referral in the context described above is the first stage of counselling session. The second context in which referral is used implies the sending away of a client to more appropriate helpers whose expertise best suits the needs of the client. Referral in this context can take place at any stage of a counselling session, but it would be most suitable after diagnosis.

The underlying assumption in referral is that a counsellor may not be the best available counsellor for every client or every type of problem, and this may become apparent at any stage of counselling for a particular client. Some counsellors have mixed feelings about referral. They sometimes feel inadequate or ambivalent, experiencing both a sense of failure and relief about referring their clients. It must be pointed out that referring client to a superior or a more appropriate helper does not imply failure on the part of the counsellor. A good counsellor should endeavour to refer his clients whenever it is necessary. The following are some of the

circumstances in which it is ethically responsible and appropriate for counsellors to make referral:

1.   The client wishes to be referred.
2.   The client needs longer-term work, an open-ended contract, or more frequent sessions than the' 'counsellor can afford or, if the counselling demands of the client are not possible 'within the constraints of the agency's policy (if the counsellor is employed by any agency).
3.   The counsellor feels overwhelmed, does not understand or has insufficient training or experience to deal with the presenting problem.
4.   The presenting problem is one for which others more appropriate or specialist agencies exist. Similarly, at a later or action-planning stage of counselling it becomes apparent that the client needs more specialist advice, information, longer-term counselling, or practical help.
5.   The client persistently fails to respond to the counsellor 's counselling efforts and may be helped more effectively by someone else.
6.   The client needs medical attention.
7.   The client shows signs of severe mental illness and is not able to continue without intensive care and support.
8.   There is in the counsellor's view a real risk or harm to the client or others.
9.   The counsellor or the client are leaving the area to live somewhere else.
10.   The counsellor experiences a very strong negative reaction to a client or there is a clash of personalities.
11.   When it is discovered that the counsellor and the client share a close relationship.

You and 'your clients can experience a whole range of emotions about referral. While it can bring a real sense of relief and hope, referral can also be disruptive and disappointing. Clients can feel hurt, rejected and reluctant to start again with someone else, or feel that counselling is not for them anyway. Those who have been passed on from one counsellor to another may come to believe that their problem is too big for any counsellor and that they are beyond help. Other clients in similar situations feel powerless and become very angry. Referrals in the early stage of the relationship are likely to be less emotionally fraught for both client and counsellor.

Whenever the possibility of referral arises, it is always appropriate that a decision about it is made with the client, although the initial suggestion may come from the counsellor. The process can be brief or take a number

of weeks or longer, and the counsellor may wish to serve as a 'bridge' and provide short-term supportive counselling. Facilitating any referral involves a number of tasks to ensure as far as possible that clients feel generally positive about it.

These include:
•   Checking that the agency or individual will be able to accept the referral.
•   Helping clients explore and perhaps resolve any emotional blocks towards the agency or referral.
•   Working towards bringing clients' perceptions of the problem close enough to that of the referral agency for the referral to "work".
•   Explaining the nature of the help that might be offered and perhaps encouraging the client to consider accepting the help.
•   Helping clients if necessary to make their own approach or application.
•   Reviewing what has been achieved with clients and exploring what still needs to be achieved and how the referral agency may contribute to this.
•   Anticipating and exploring ways of coping with possible differences and potential difficulties in starting work with someone else.
•   Letting clients know that referral doesn't end your care and concern.

In order to increase the number of options and establish an efficient referral system the counsellor needs to develop his own personal contacts and resources file, with people in a variety of occupations-lawyers, osteopaths,   psychiatrists,   but   particularly   counsellors   and psychotherapists with different strengths and specializations.

Counselling Process
The counselling process is a planned, structured dialogue between a counsellor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. Together they develop ways to deal with and overcome these problems so that such person has new skills and increased understanding of themselves and others.

The process can also take the following steps:
Counselling Process for example students in a college or university may be anxious about how to study in university, lack of clarity on educational or career direction, have difficulty living with a room-mate of another

race or religion, have concerns with self-esteem, feelings with being "stressed out", difficulties in romantic relationships and so forth

Counselling Process
Step 1: Relationship Building The first step involves building a relationship and focuses on engaging clients to explore issue that directly affect them. The first interview is important because the client is reading the verbal and nonverbal messages and make inferences about the counsellor and the counselling situation. Is the counsellor able to empathise with the client? Does the client view the counsellor as genuine?

- Some Non-Helpful Behaviours. Most common among them include: Advice Giving, Lecturing, Excessive Questioning, Storytelling, Asking "Why?", Asking "How did that make you feel?"
- Some steps for Relationship Building for the Counsellor: Introduce yourself, invite client to sit down, ensure client is comfortable, Address the client by name, invite social conversation to reduce anxiety, watch for nonverbal behaviour as signs of client's emotional state, invite client to describe his or her reason for coming to talk, allow client time to respond, indicate that you are interested in the person.

Step 2: Problem Assessment While the counsellor and the client are in the process of establishing a relationship, a second process is taking place, i.e., problem assessment. This step involves the collection and classification of information about the client's life situation and reasons for seeking counselling

Step 3: Goal Setting: Like any other activity, counselling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counselling. Sometimes, you hear both counsellor and client complain that the counselling session is going nowhere. This is where goals play an important role in giving direction.

- Guidelines for Setting Goals: Goals should be selected and defined with care.

Below are some guidelines for goal selection that can be used with students: Goals should relate to the desired end or ends sought by the student. Goals should be defined in explicit and measurable terms. Goals should be feasible. Goals should be within the range of the counsellor's knowledge and skills.

Goals should be stated in positive terms that emphasise growth. Goals should be consistent with the school's mission and school health policy. Step 4: Intervention: There are different points of view concerning what a good counsellor should do with clients depending on the theoretical

positions that the counsellor subscribes to. For example, the person-centred approach suggests that the counsellor gets involved rather than intervenes by placing emphasis on the relationship. The behavioural approach attempts to initiate

Step 5: Evaluation, Follow-Up, Termination or Referral: For the beginning counsellor, it is difficult to think of terminating the counselling process, as they are more concerned with beginning the counselling process. However, all counselling successful termination aims towards terminating the counselling process will have to be conducted with sensitivity with the client knowing that it will have to end.

Step 5: Evaluation, Follow-Up, Termination or Referral: Counsellor always mindful of avoiding fostering dependency and is aware of own needs. Preparation for termination begins long before. Open door / plan for possibility of future need. Termination considered not just at end of successful relationship, but also is considered when it seems counselling is not being helpful. Think of this as a means of empowering client. Role to review progress, create closure in client counsellor. https://www.slideshare.net/praveensureshpai/counseling-process (2020). In addition to the nature of the help offered by an agency or individual, it is useful for the counsellor's resources file to contain adequate information on each agency, e. g.

- Name of the contact person, telephone number and address; whether they offer a 24-hour service, drop-in or appointment system;
- Scale of fees charged, if any, or if financial assistance is available;
- Likely waiting time;
- how the referral can be made and by whom;
- whether they offer a telephone service;
- whether they send information or publications;
- theoretical orientation of counsellors;
- training and supervision of counsellors;
- code of ethics to which counsellors subscribe;
- whether the agency offers individual and/ or group counselling.

Diagnosis: This stage which is often the first contact between the client and the counsellor, is preoccupied with the attempt to clarify the nature and the associated causes of the client's problems. Thus, diagnosis embodies the attempt of the counsellor to establish rapport with the client. This involves the establishment of mutual trust between them so that further progress could be made. The establishment of rapport assists the so-called **Intake-Interview** to which a number of questions are asked so as to encourage the client to talk about his problems.

During this stage, some counsellors use a range of assessment procedures and devices which may involve lengthy intake interviews, case histories, psychological tests. Observations, and diagnostic classifications systems (e. g. dsm – III).

Diagnostic procedures are employed in counselling sessions to obtain a full picture of the clients' problems. Whichever diagnostic method used, assessment of the client's problem(s) will typically be concerned with one or more of the following' learning outcomes.

a)   Helping the client understand the nature of the client's presenting' problem and related issues:

b)   Identifying' the factors that may be associated with the problem and the client's experience or behaviour.

c)   Determining the client's expectation and desired outcomes.

d)   Collecting' baseline data that can be compared with subsequent data to evaluate progress.

e)   Facilitating' the client's learning' and motivation by sharing' the counsellor 's view of the problem. This may in itself contribute to therapeutic hang through increasing' self-awareness.

f)   Producing' an initial assessment (formulation) which provides the counsellor with the basis for, first, making' a decision about whether to offer a counselling' contract, to initiate referral or to suggest that counselling' would not be appropriate, and second to provide the basis for 'developing' a therapeutic or counselling' plan, including' the length and pattern of contract.

Categories in Diagnosis
Various kinds of information can be gathered or areas explored during assessment:

a)   Presenting problem – including' affective (emotions, feelings, mood), somatic (body-related sensations), behavioural (what the client does or doesn't do) and cognitive (thoughts, beliefs, attitudes, values, images, fantasies, internal dialogue) elements.

b)   Antecedents – factors that may have influenced or caused the presenting' problem.

c)   Consequences – factors which may be maintaining it, at least in part.

d)   Previous attempts 'to solve or cope with it.

e)   Client resources and strengths.

f)   The frequency, duration and severity of the problem, i. e. how long or how often the problem occurs, when it first started and its effects.

Treatment: At this stage, a treatment plan is formulated and carried out, it is at this stage that the counsellor draws upon his wide variety of skills and techniques and selects those which in his judgement, would be of assistance to the client. Depending on his own theoretical orientation, his conception of the problem and causes of his client's problems, the counsellor could select techniques from Psychoanalytic approach, the client centred approach, the rational – emotive approach or from the **Behavioural approach** to tackle his client's problems.

Termination (end): After a period of treatment, the counselling encounter is brought to an end so that the client could try to exist on his own using his newly acquired skills. Termination of counselling encounters usually takes two forms. It could be negative – that is usually by default, with a client falling to turn up or leaving a message about not wanting to continue. A more satisfactory form view. The counsellor may negotiate at the beginning of the session how long counselling will last and even specify the ending date. More usually, however, the idea of ending will be put forward by the counsellor or his client when it is considered appropriate.

Peake et al (1998) suggest that counsellors may find it helpful to reflect on three questions about termination. This is concerned with explicitness, flexibility and the client's needs.

i.   **How explicit is the issue of termination?**   The question is whether the counsellor should make use of the fact that counselling will terminate or give way to the temptation to let it pass without any mention, inwardly promising' to deal with it when it happens. Knowing that 'termination is near' can enhance motivation; it helps some clients to concentrate their efforts on making' the best use of the time available. Similarly, it can work against the procrastination and resistance to change that can accompany a sense of counselling' as open-ended and everlasting. The loss, whether it is real or symbolic, embodied in ending' the counselling' relationship can be a very potent force for positive change. If the counsellor uses termination to try to stimulate change, the next question is when to raise it. At the beginning, many may take and there may be at least some implicit understanding that it will be a matter of so many sessions or so many weeks, months or years. After that, unless there is an explicit time-limited contract, it would probably be premature to raise the issue until counselling' is firmly under-way and indeed some real sense of progress has been achieved. Some counsellors find it useful to remind clients some time during each session how many sessions have gone and how many remain.

ii.   How rigid is the decision about ending'? There are several related questions here. Should counselling' finish on the agreed date. Or can it be allowed to continue if the client wants it to do so? How flexible should a counsellor be about termination and what are the ramifications? What circumstances justify an extension? The answers to these questions depend on the nature of the counselling goals and of the counsellor's philosophy and theoretical model.

Some counsellors favour a staggered ending increasing the time ending, increasing the time between sessions towards the end of a contract. This seems an especially useful way to work towards ending with a client you have seen for a long time. Another option is to offer a follow-up session some 3-6 months after the counselling has ended. This can help to consolidate progress made.

iii.   **What are the needs of the client around ending?** Many clients experience little if any difficulty, seeing the end of counselling as an inevitable and natural event. This may be most likely when the counselling is relatively short term, where there wasn't a strong attachment, or where the focus was on problem management. However, other clients find ending very difficult. They feel they won't be able to cope without the counsellor, and ending may re-stimulate earlier painful experiences of loss and separation. The counsellor needs to help these clients cope with ending by talking through their existential or developmental needs, acknowledging their achievements and resources, and deciding on particular strategies.

Some practical suggestions for terminations: The aims of spending some time on ending are to help clients to sustain any changes they have made and to look forward to a new beginning. Bayne, Horton, Merry and Moyes (1994) have provided practical suggestions for termination, which are represented in the following questions:

1.   **How does the client feel about ending?** The counsellor needs to encourage clients to talk about ending. Sometimes it is helpful to reassure clients that ending can produce feelings of loss and that this is a normal and natural part of the process.

2.   **What has been achieved?** The intention here is to consolidate learning by examining what changes have occurred. Further changes may be anticipated and it may be appropriate to review and celebrate the client's strengths and achievements.

3.   **How has it been achieved?** This question is concerned with the counsellor's efforts in helping' his clients identify the ways in which the clients themselves have contributed to or are responsible for what has been achieved and the positive aspects of their relationship with the counsellor. The client's account of what has

happened is the best predictor of whether changes will last; if clients attribute responsibility for any gains to the counsellor then it may be difficult for them to sustain and build on any useful changes beyond the ending (Peake et al., 1988)

4. **What still needs to be achieved?** This question is about identifying unmet goals, relative weaknesses and aspects clients feel they still want to develop. Many counsellors believe that a lot of learning and change go on not only between counselling sessions, but after counselling has ended. It is useful here to examine your client's available resources and support network and other options for maintaining and developing the gains achieved in counselling.

5. **What may happen in the future?**   The counsellor may wish to help clients look positively towards the future, while not ignoring the possibility that problems or symptoms may return. It may also be appropriate to anticipate stresses and 'rough spots', and ways of coping or trying to cope with them. It can be helpful to identify indications of the need to start counselling again. Typically, people go in and out of counselling rather than having one continuous period. A good ending makes it more likely that clients have positive feelings about this prospect rather than feeling like a failure or seeing counselling as a waste of time.

6. **What has happened in counselling?** The attention here is to help clients evaluate their experience of counselling. It may also provide the counsellor with valuable feedback on his approach. The framework outlined above focuses on the client. The counsellor may also wish to reflect on his own experience, to review what has been achieved and how, and to work through his own reactions to an ending.

Follow-up: This refers to the attempt to reassess the client's condition after a period has elapsed since the termination of the counselling relationship. Such reassessment could include the use of psychological tests and other assessment tools.

If conditions demand, the client could be returned to any of the earlier stages of counselling. However, if the client is progressing satisfactorily the counselling relationship is then permanently closed.

Self-Assessment Exercise

List the Hypothetical Model of the Counselling Process

1.4   Summary

Essentially, the counselling process is very much a shared enterprise (Newsome Thorne (1993). The client who expects the counsellor to provide infallible solutions must quickly be disillusioned. The counsellor's responsibility for his own life in full awareness of his own resources.

The model of the counselling process includes:
a)   The person comes for help
b)   The counsellor attempts to relate to the client
c)   The helping situation is defined.
d)   The counsellor encourages his client to give free expression to his concerns.
e)   The counsellor accepts, recognises and helps to clarify negative feelings in the client
f)   The counsellor accepts and recognises positive feelings.
g)   Development of insight.
h)   Establishment of new goals.
i)   Growth of confidence and an ability to take decision and
j)   No more need for help.

1.5   References/Further Reading/Web Resources

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1.6   Possible Answers to Self-Assessment Exercise

List the Hypothetical Model of the Counselling Process
1.   The person comes for help:
2.   The counsellor attempts to relate to the client
3.   The helping situation is defined:
4.   The counsellor encourages his client to give free expression to his concerns:
5.   The counsellor accepts, recognises and helps to clarify negative feelings in the client:
6.   The counsellor accepts and recognises positive feelings.
7.   Development of insight:
8.   Establishing of new goals:
9.   Growth of confidence and an ability to take decisions:
10.   No more need for help:

UNIT 2   CHARACTERISTICS OF COUNSELLORS

Unit Structure

2.1   Introduction

The counsellor is trained personnel who listens to student's problems, conceptualises them, clarifies issues and assists them to understand their potentials with a view to resolving their educational, vocational and socio personal problems.

According to Patterson (1967), the counsellor is concerned with and accepting a responsibility for assisting all pupils and having as his major concern the developmental needs and problems of youth. According to Denga (1983), the school counsellor is a staff member with specialised skills who provides assistance to individual students and their parents in making decisions that ensure an efficient and orderly progression of the student throughout the various stages of their growth and development.

2.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

* mention at least 5 attributes of a counsellor
* explain non-threatening, safe and non-possessive warmth of the counsellor towards his or her client.

2.3   Characteristics of Counsellors

2.3.1 Counsellor Characteristics

The counsellor whether in the school setting or non-school setting possesses a lot of admirable qualities which help him to relate well with clients and people around him or who work with him. These characteristics are those which have been found to increase the

effectiveness and overall success of the counsellor when they exist in him in sufficient numbers and at adequate level of intensity. While no counsellor is expected to be endowed with all these qualities at birth, these characteristics are such as could be acquired through training.

2.4　Personal Qualities

The personal qualifications of the counsellor derive from his inherent qualities. Although, not part of any official curriculum, there is the need for personal psychological growth of the counsellor. He is the most important single factor in counselling. He needs to understand himself psychologically in order to helping others. He needs to know how to control his biases and defences so that they do not interfere with the progress of any person with whom he is working.

As a personal quality, the counsellor must have love for persons and interest in helping. Since the focal point of the counsellor is man, it is beholden on the counsellor to not only have the love of his clients but at the same time he should be interested in analysing issues, solving problems and giving help. As a helping professional, the counsellor should de-emphasise monetary reward. In other words, he falls within the rank of professionals that consider services to humanity an integral aspect of living and a thing of joy rather than material reward.

The counsellor needs to be socially sensitive and flexible, imaginative, with good control of both his intellectual activity and his emotions. To make success out of the counselling relationship, the counsellor must be socially active. He interacts with a number of people, the young and the old alike. In this way, he gets to know the needs of people at the different age levels. In addition to this, he does not hold a view and stick dogmatically to it. He remains flexible in the face of change so as to follow in the scheme of things. For example, he knows when a particular theory or technique should be applied or is no longer working. A counsellor is one that is imaginative. He has an open mind and is continually craving for improvement in his relationship with others. He is abreast with changes that occur around him and so adapts himself to such changes. Being imaginative has the advantage of invoking new knowledge rather than being perpetually "fixed" to outdated knowledge.

In addition to the above, the counsellor must be one who is emotionally balanced and has good control of his intellectual ability. The term emotional balance here implied that the counsellor should not have unusual difficulty in maintaining satisfactory interpersonal relationships. He should be able to express feelings and needs without creating serious difficulties for himself or his clients. Because he needs to carry along the client with him, he cannot "act out" in aggressive ways neither can he

retreat from interpersonal contracts. Can you imagine what the reaction of his client would be if the counsellor who has temper tantrums should slap him because he is talking 'rot'? of course the slap could ensure both a fight and a termination of the counselling relationship. Added to this factor, is the fact that the counsellor must have good control of his intellectual ability. As a counsellor, one meets with the dullard and the intelligent. If the counsellor is cognitively weak and allows himself to be "dribbled" by his client, he then becomes a laughing stock and most clients would begin to make caricature of him. Unfortunately, most people who go in to read counselling today in our Nigerian Universities are drop-outs from other disciplines who think that counselling is the "easy" way out. This is especially true when one remembers the sandwich programme. This is unfortunate because they took the wrong way.

Empathic understanding is another quality which the counsellor necessarily has to possess. In attempting to understand the client in his work, the counsellor should be able to imaginatively transpose himself to the client's position. He should be able to understand the client from his internal frame of reference. In short, it is when the counsellor is sensing the feelings and personal meanings which the counselee is experiencing in each moment, when he can perceive that from "inside", as they seem to the client, and when he can successfully communicate something of that understanding to the counselee, would there exist the rapport for meaningful interaction. In fact, Carl Rogers (1959) says:

Empathy is perceiving the internal frame of reference of another with accuracy, and the emotional components and meanings which pertain thereto, as if one were the other person, but without ever losing the "as if" condition. Thus it means to sense the hurt or pleasure of another as he senses it, and to perceive the causes thereof as he perceives them; but without ever losing the recognition that it is as if, I was hurt or pleased, etc. if this "as if" quality is lost, then the state is one of identification.

According to Rogers, the counsellor should not only be able to understand his client but should be able to communicate this understanding to the client so that he senses it. It communicates to him that much value is placed on him as an individual and that the feelings and meanings which he attaches to his experiences are respected, worth attending to, and understood. Thus, when a client senses that he counsellor feels his pains and pleasure, he feels he is with him and therefore, ready to cooperate and explore his problems more.

As a personal quality, the person called the counsellor must have a good sense of humour which helps build up confidence in the counsellee, thus making repertoire of social-emotional skills that enable him to respond

spontaneously and effectively to a wide range of human needs. "Ipaye (1983). Thus, humour is an important quality the counsellor must possess. A counsellor should have a patient understanding of his clients, sometimes, clients come with aggressive, at other times they become inarticulate. In either cases or in any way the client comes, the counsellor should not be in a hurry. He should be a patient listener; he should clarify meanings and attempt to assist the client in a very cool and calculating manner. Sometimes, a client talks continuously without stopping. The counsellor should not be bored. He listens quietly, sometimes nodding and putting in a word or two. In this way, he captures vividly the problems of the client and then be in a better position to offer his assistance. According to Ipaye (1983), "Patient understanding enables the counsellor to respond from the frame of reference of his counselee's actual feelings and actual behaviour rather than mere generalities or vague formulations. A good communication ability has also been recognized as a personal quality of the counsellor. To a very large extent, counselling depends on verbal encounter.

The counsellor should therefore, be able to communicate with his clients effectively. He should be audible without necessary shouting, able to communicate his feelings without repression. Apart from verbal communications, the counsellor should be able to interpret and communicate the non-verbal messages of the clients to him.

Unconditional positive regard or non-possessive warmth is also a personal quality valuable to the individual called the counsellor. The quality of unconditional positive regard simply means "prizing the individual as a whole". The counsellor, irrespective of his values, does not lay down conditions for accepting a client in the counselling situation, sometimes, the client may come in moody, smelly or happy. In whatever situation he comes, the counsellor does not reject him. At all times therefore the counsellor communicates a feeling of total acceptance and liking for the client. In short, the counsellor has to be non-judgmental in accepting the client. According to Achebe (1988), "this level of acceptance gradually conditions the client to accept all of his own experiences, making him more of a whole and congruent person able to function effectively". Thus, the client feels accepted, and, therefore will reduce all defence mechanism that would inhibit effective rapport in the counselling session.

The counsellor must also possess the quality of genuineness or congruence. This implied that at any point in time he is his real self. He does not fake situation, "not phoney and without pretence or façade". If for example, the client came in when the counsellor is tired, instead of pretending to be helping, he should let the client know of his feelings, namely, that he is tired and, therefore, an appointment could be made against another time. The client is likely to have more trust in a counsellor

that he finds to be genuine. Thus, the client must sense that the helper is being genuine and not just faking a professional role or being polite. According to Achebe (1988), "Rogers places such importance on this quality that he affirms that "the unmotivated, poorly educated, resistant, chronically hospitalised individuals respond to those who are first of all real, who react in a genuine human way as persons, who exhibit their genuineness in the relationship.

2.5   Characteristics of a Good Counsellor

To be effective in their roles, counsellors should enjoy helping others and possess specific attributes and skills.

Communication Skills
Effective counsellors should have excellent communication skills. Although some of these skills can be honed during graduate school and are developed and refined over the course of your career, you should already possess certain communication skills before embarking on a counselling career. Counsellors need to have a natural ability to listen and be able clearly explain their ideas and thoughts to others.

Acceptance
Being non-judgmental and accepting are important attributes in any of the helping professions. But professional counsellors must be able to "start where the client is at." This phrase is often used in counselling to describe the ability to relate to clients with an open, non-judgmental attitude – accepting the client for who she is and in her current situation. Counsellors need to be able to convey acceptance to their clients with warmth and understanding.

Empathy
Counsellors help people through some of the most difficult and stressful times of their lives. They must be able to display empathy – the ability to feel what another person is feeling. Empathy means that you are truly able to imagine what it's like to stand in someone else's shoes. Compassion and empathy help your clients feel understood and heard.

Problem-Solving Skills
It's not up to a counsellor to solve her clients' problems, no matter how much she might want to help. But counsellors must have excellent problem-solving skills to be able to help their clients identify and make changes to negative thought patterns and other harmful behaviours that might be contributing to their issues.

Rapport-Building Skills
Counsellors must possess a strong set of interpersonal skills to help establish rapport quickly with clients and develop strong relationships. They must give their undivided attention to clients and be able to cultivate trust. Counsellors need to be able to place all of their focus on what their clients are saying and avoid being distracted by their own personal problems or concerns when they are in a session.

Flexibility
Flexibility in counselling is defined as the ability to adapt and change the way you respond to meet your clients' needs. You don't stay rigid and stick to a predetermined treatment path when your clients require a different approach. Being flexible is one of the most important attributes of a professional counsellor.

Self-Awareness
Self-awareness is the ability to look within and identify your own unmet psychological needs and desires, such as a need for intimacy or the desire to be professionally competent. This ability prevents your issues from affecting or conflicting with those of your clients. Self-awareness has a major impact on a counsellor's effectiveness.

Multicultural Competency
Counsellors help people from all walks of life. They must display multicultural competency and adopt a multicultural world view. Multicultural competency means that you try to relate to and understand your clients regardless of their race, ethnicity, religious or political beliefs or socioeconomic background (Ashley, 2018).

Confidentially is another good characteristic of the counsellor.
A client must feel comfortable, safe and confident that **confidentiality** will be maintained at all times and also that the **counsellor** is committed to helping, encouraging and supporting.

Confidentiality is the protection of personal information. Confidentiality means keeping a client's information between you and the client, and not telling others including co-workers, friends, family, etc. Examples of maintaining confidentiality include:
• individual files are locked and secured
• support workers do not tell other people what is in a client's file unless they have permission from the client
• information about clients is not told to people who do not need to know
• clients' medical details are not discussed without their consent

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• adult clients have the right to keep any information about themselves confidential, which includes that information being kept from family and friends.

2.6   Professional Qualities

Wrenn (1962) says "the counsellor must be professionally educated and not merely "trained". Like the minister or physician or any other educated professional, he must learn specialised procedures and be responsible for their application in the light of a broad knowledge of his field".

The counsellor profession in Nigeria today is still grappling with some of the teething problems expected of a new profession, one of which is legislating on the academic qualification which a counsellor should hold. For now, people with the Bachelor's Degree in Guidance and Counselling, practice in the school. The third set are the stop-gap counsellors usually called the Teacher-counsellors. In fact, the counselling profession in Nigeria is one in which "dead woods" from other fields infiltrate. According to Denga (1983), the Counselling Association of Nigeria (CAN), the sole body charged with regulating the registration of counsellors, is still in the process of doing this. However, "it might be safe to say that a Master's Degree in Guidance and Counselling is considered to be minimum requirement for holding a position as a trained school counsellor".

In addition to academic requirement of a Master's Degree, the counselling profession recognises that as a social being, and can only be understood from different and varied compartments of life. In recognition of this, counsellor educators insist that the counsellor should be an "Encyclopaedia". In other words, he should be very knowledgeable in a wide range if disciplines, some of which are: -

(i)   Psychology- This will help the counsellor to understand, predict and control human behaviour. Thus, a study of psychology exposes the counsellor to principles of child-development including intellectual as well as socio-emotional development. It will also expose him to the dynamics of personality.

(ii)   Appraisal Methods- This helps he counsellor in the construction of tests which he uses in appraising his clients' interests, abilities and other potentials

(iii)   Counselling Theory- This exposes him to various theoretical position so as to be able to adapt them to suit his individual clients.

(iv)   Vocational Development Theory – These expose the counsellor to the vocational growth processes of his clients.

(v)   Supervised Practicum- This relates all the theories learnt in the classroom setting to the practical realities of students' problems.

Others include ethical and professional responsibilities, occupational information, behaviour modification techniques, group process and a host of others.

Another professional quality which the counsellor has to possess is that he should be able to keep information regarding the clients' problem confidential. Thus, when clients come to the counselling situation, they disclose information especially their social-personal information at times. As part of the ethical requirements, the counsellor is under obligation not to disclose such information to an unauthorised person unless professional colleagues such as the psychologists, the psychiatrists and the medical doctors who might need the information for the good and growth of the client. The counsellor can also reveal information divulged to him if the client permits him to.

Self-Assessment Exercise

Explain some characteristics of an effective counsellor.

2.7   Summary

The professional counsellor is an expert in his field and also has cultivated skills in helping people understand their situation, clarify their values and make informed decision for which they assume responsibility. He must have received training as a counsellor and must possess certain skills and expertise that enables him to be effective. Moreover, it is also believed that the counsellor's personality is relevant to his effectiveness and that a key element in any counselling relationship is the person of the counsellor.

Sofenwa (1977) described a counsellor as "... a ready, patient and sympathetic listener. His authority derives from his temperament, candour integrity, disposition and approachability. The more versatile he is, the more interaction he/she has with the staff and students, and the more diversified the point of contact, the more he will be respected and accepted by the students and the easier it would be for him to reach them and win their confidence... he is frank and truthful, and uses facts, skills and training to turn his client on himself.

The counsellor should possess among others the following attributes: -
-       A caring attitude and sincere interest in people
-       Flexibility in thought and action
-       Attractiveness, approachability and pleasantness
-       A sense of humour

- Above average intelligence
- A good self-concept and self-acceptance
- Empathy, objectiveness, sincerity, broad-mindedness, friendliness and cooperativeness.

Some conditions are identifiable for counsellor success, all of which are related to counsellor's personality. The first of these qualities is the ability to empathise accurately with the person who is being counselled or interviewed. Empathy is the capability to "feel into" a person. It is a very special type of understanding. Certainly, it is a complex ability which is difficult to define in few sentences. Empathy is the ability to feel with the client, the capacity to take for the purposed of counselling, his stand point or client perspective about affairs. This description makes empathy appear an intellectual exercise, but it is far more than this. It is a type of momentary identification. Identification is emotional merging with another person, and this is what empathy is. It can be illustrated quite simply by the phrase "get into the other man's shoes, and if they pinch then you feel the hurt".

The second essential quality is one of spontaneity and genuineness. In the counselling situation, spontaneity means the capacity to relate honestly to the client and reveal oneself as one human being to another. This means that there should not be any false professional front, for this can be easily detected by the intelligent client. When questioned about his or her beliefs and values he must answer frankly, accepting the existence of other viewpoints. It means the counsellor should be able to reveal himself as a human being and not indulge in defensive manoeuvres to maintain a position of false authority and security. In other words, the counsellor must be open to new evidences, be flexible, when necessary, admit his errors and generally function in a way which provides the client with a model of purpose and maturity. The authority in counselling is constructive containing and not coercive. This is very close to Carl Roger's "structured permissive relationship.

Another quality is the counsellor's capacity to show a non-threatening safe and non-possessive warmth towards the client. This implies

- The ability to adapt realistically to both the client and the situation which led to the counselling.
- The possession of intellectual ability, especially sufficient imagination and flexibility of thinking to look for new solution to problems.
- The ability to communicate effectively.
- The possession of sufficient sensitivity and skill to note the signal coming from the client.

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2.9 Possible Answers to SAEs

1. Explain some characteristics of an effective counsellor.

Answer

In addition to academic requirement of a Master's Degree, the counselling profession recognises that as a social being, and can only be understood from different and varied compartments of life. In recognition of this, counsellor educators insist that the counsellor should be an "Encyclopaedia". In other words, he should be very knowledgeable in a wide range if disciplines, some of which are: -
1. Psychology- This will help the counsellor to understand, predict and control human behaviour. Thus, a study of psychology exposes the counsellor to principles of child-development including intellectual as well as socioemotional development. It will also expose him to the dynamics of personality.
2. Appraisal Methods- This helps he counsellor in the construction of tests which he uses in appraising his clients' interests, abilities and other potentials

3.   Counselling Theory- This exposes him to various theoretical
      position so as to be able to adapt them to suit his individual clients.
4.   Vocational Development Theory – These expose the counsellor to
      the vocational growth processes of his clients.
5.   Supervised Practicum- This relates all the theories learnt in the
      classroom setting to the practical realities of student's problems.

Others include ethical and professional responsibilities, occupational
      information, behaviour modification techniques, group process
      and a host of others.

Another professional quality which the counsellor has to possess is that
      he should be able to keep information regarding the clients'
      problem confidential.

**UNIT 3   COUNSELLOR   TRAINING   AND
               CERTIFICATION**

Unit Structure

3.1   Introduction
3.2   Intended Learning Outcomes
3.3   Training and Certification
        3.3.1 Counsellor Training and Certification
3.4   Summary
3.5   References/Further Reading/Web Resources
3.6   Possible Answers to SAEs

3.1   Introduction

This unit is to examine the mode of training of counsellors in Nigeria and
their present certification. The training and certification of school
counsellors was not taken up seriously in the early years of Guidance
practice in Nigeria.

3.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

•   discuss the training of a counsellor
•   explain the certification of a trained counsellor.

3.3   Training and Certification
3.3.1 Counsellor Training and Certification

Within the time of its inception in 1986, teacher counsellors were
employed to take up Guidance and Counselling role in schools where
there were no trained counsellors.

This was understandable since in the 1960's and the 1970's there was
acute shortage of trained counsellors in the country. After 1977 when the
Federal Government had published its policy to support the training of
counsellors, because she saw the need to have guidance programmes in
schools (National Policy of Education, 1977). Tertiary Institutions took
up the challenge of training counsellors. Some counselling topics were
taught in NCE (National Certificate of Education) programmes by
Colleges of Education. However, it was in the Universities that solid
training was done. Bachelor of Education programmes and postgraduate
programmes were offered. The postgraduate courses, especially the PhD
level, have helped to train counsellor educators who are helping in the
training of school counsellors today.

Presently, several students are being trained as counsellors in regular and sandwich programmes in most Universities and colleges of Education in the country. Besides, in 1986, the Counselling Association of Nigeria became concerned about the training and certification of counsellors. The 1986 annual conference which celebrated the tenth anniversary of the Association touched training and certification. It was in that year that the CAN took the major step of certifying individuals as legitimate members of the Association based on their training and qualification. The Association had earlier set up a subcommittee to draw up guidance for certification and licensing. This subcommittee reported its work in 1988 at the 12th Annual Conference of the Association. Some of the things they recommended for certification were amount of semester course units required to certify a bachelor degree holder and a Master's Degree Holder as a member of CAN. The committee also recommended the setting up of a board to be called the Certificate and Licensure Board of the Counselling Association of Nigeria (CALB/CAN) which would be responsible for all matters concerning certification and licensing.

The CALB/CAN was authorised to do among other things the followings:
(i)   Maintain an up-dated register of accredited practising counsellors of the CAN including foundation members
(ii)   Recommend the issuance of certificate and licensure to individuals upon fulfilment of all requirements set up, after scrutinising thoroughly all educational experiences and examination provisions as approved by the CAN.
(iii)   Advise various governments of the federation on counselling policies for implementation and advise on those qualified to practice both in schools and communities.
(iv)   Advance high standards of professional conduct among the members of the Association and thus provide excellence in the profession.
(v)   Promote the ethics of the counselling profession.

This document of the sub-committee was adopted by the members at the conference and the board was set up. CALB/CAN is presently at work with regard to standards, certification, licensure, accreditation and formulation of ethical code for the profession.

The Counselling Association of Nigeria endorsed a suggestion that an ethical committee be formed to lay a regulatory role for practitioners through licensure and certification. At the 12th Annual General Meeting (AGM)of the association which held in Maiduguri in 1988, a Certification and Licensure, Board (CALEB) was proposed to, among other functions, recommend to the association policy and inaugurated at the 25th AGM

which held in Makurdi, Benue State in August 2001. It is expected that the operations of the board would commence soon.

As a way of controlling the quality of counsellors produced in our higher institutions, the National Universities Commission (NUC), in concert with the Federal Ministry of Education (FME) developed the Approved Minimum Academic Standard (AMAS) of courses required for training guidance counsellors in Nigerian Universities. A critical look at the courses shows that career development, psychological testing, behaviour modification, techniques of individual and group counselling, principles of interpersonal behaviour, practicum etc feature prominently. Through this action, it is presumed that a product of any recognized guidance and training programme in Nigeria would have been exposed to basic minimum courses required for certification and practice.

Self-Assessment Exercise

Discuss how to train a counsellor.

3.4   Summary

Counselling both in school setting and non-school setting is provided by professionals, trained to assist clients to work on developmental tasks or major life transitions, such as adjustment, disability, career changes, divorce or caregiving responsibilities. These words convey a challenge for counsellors, for they imply that counsellors will have a unique body of knowledge and skills to assist clients who may present many varied complex problems.

A counsellor can be commonly described from three distinctive perspectives occupational role perspective, personality quality perspective and educational qualification perspective.

A counsellor is described educationally by the professional certifying and programme accrediting bodies in counselling as having earned masters with a minimum of 48 semester credit hours or doctoral degree and must have done course work in the areas listed below in addition to 12 weeks supervised practicum and internship experiences.

(1)   Foundation of Counselling (Introduction)
(2)   Organisation of Counselling
(3)   Human Development
(4)   Theory and practice of Counselling and consultation
(5)   Group processes and procedures
(6)   Psychological assessment and appraisal
(7)   Vocational development and adjustment

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(8)   Professional Orientation, Legal and ethical issues
(9)   Psychology of learning, research, evaluation programmes

Practicum in Counselling. And related education Counsellors are educators with perfected skills and knowledge which distinguish them from the rest of the population.

3.5   References/Further Reading/Web Resources

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3.6   Possible Answers to SAEs

UNIT 4   PROFESSIONALISM

Unit Structure

4.1   Introduction
4.2   Intended Learning Outcomes
4.3   Professionalism
          4.3.1   Guidance as a Profession
          4.3.2   The Counselling Association of Nigeria (Casson)
4.4   Summary
4.5   References/Further Readings/Web Resources
4.6   Possible Answers to SAEs

4.1   Introduction

Professionalism is the competence or skill expected of a profession. In guidance counselling the counsellor needs to set professional boundaries, this involves providing clients with informed consent, clarifying the rights and responsibilities of the counsellor and client, explaining to clients the nature of services provided and informing clients of limitations to confidentialities. This also includes the ethics of the profession.

4.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

•   discuss Guidance counselling as a profession
•   discuss the ethics of the profession.

4.3   Professionalism
4.3.1 Guidance as a Profession

A profession has been defined or described by several authors in various ways. For example, Moore (1970) describes a profession by identifying the presence of four major characteristics. According to him a profession must be a full-time occupation which comprises the principal source of income for its members. A profession has the characteristic of a commitment to a calling, hat is the members accept the appropriate norms and standards of the profession and identify with one another and the profession as a whole. There is a formalised organisation to protect the occupational interest of the members. For example, members need to ascertain appropriate qualification and certification of new members and ethical conduct of all members.

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For an occupation to be a profession there must be a body of "esoteric but useful knowledge and skills based on specialised training or education of exceptional duration and perhaps exceptional difficulty" (Moore, 1970:6). This implies that the members must exhibit a service orientation that there are individuals (clients) in the community who require their services and that these services are performed with maximum competence and efficiency. Lastly, professional members enjoy autonomy due to the use of their exceptional knowledge and skills. However, this autonomy is restrained with responsibility.

Leggatt (1970) writing on the teaching profession also give five characteristics of a profession which appear with greatest regularity. These according to him are:

(i)   Practice is founded upon a base of theoretical, esoteric knowledge.
(ii)   The acquisition of knowledge requires a long period of education and socialisation.
(iii)   Practitioners are motivated by an ideal of altruistic services rather than the pursuit of material and economic gain.
(iv)   Careful control is exercise over recruitment, training, certification and standards of practice.
(v)   The colleague group is well organised and has disciplinary powers to enforce code of ethical practice. (Leggatt, 1970:15b)

From the descriptions of the two authors above, it can be realised that an occupational group can be said to be a profession when it has a body of knowledge and skills to offer to the community not merely for material and economic gain but with an altruistic motive to give needed and competent service. Members must have been appropriately certified or passed qualification requirements to practice after a long period of education or training. The occupation is well organised to ensure good practice, personal growth of members, the presence of code of ethics which are enforced by the profession. Though members enjoy autonomy they owe great responsibilities to their clients and are committed to maintain and improve the welfare of the profession and its members.

In Nigeria, professional counselling is described as professional assistance that is provided by counsellors to help clients integrate their abilities, attitudes, and needs, thereby assisting them in making effective and realistic decisions that will foster their development as fully functioning individuals (Gesinde, 2015) Can guidance as an occupational group be said to be a profession? Certainly, guidance as practiced in developed countries like United States of America has all the characteristics listed above to qualify as a profession. Since its origin in the early 1900's when Frank Parson started a vocational guidance bureau for the youth (Shertzer and Stone, 1976), large volume of knowledge and

skills have been accumulated. The scope of guidance has broadened to include all the domains of the individual in which he can experience problems, namely social, emotional, educational, moral, spiritual and vocational.

The National Vocational Guidance Association (NVGA) was formed in 1913.
This later (1952) became the American Personnel and Guidance Association (APGA). With the formation of an Association, the Guidance movement in America established codes of ethics for its members and ensured that the codes were enforced. Through its journal, "the personnel and Guidance Journal", members improved themselves through keeping abreast with new ideas and practices. The Association guides its members to know their legal rights and responsibilities. It also ensures and stipulates good educational and professional standards for qualification to practice as a member. Members should have Master's degree qualification in addition to being certified by their state governments. Counsellors who want to go into private practice are to acquire appropriate licence just like practicing psychologists (Shertzer and Stone, 1980).

The main aim of guidance as practiced in the United States of America is to give altruistic service to the American community and not merely for material gain. The first sentence of the preamble of the Ethical Standards of APGA (Shertzer and Stone, 1976) describes the Association as an educational, scientific and professional organization meant to give service to the society through improving the dignity, worth, potential and unique characteristics of every individual. The statement confirms the altruistic motive of the Association. It can therefore, be concluded convincingly that guidance as an occupation has achieved the status of a profession in United States of America where it originated.

Can we have the same conclusion for guidance in Nigeria? Can guidance be said to be a profession in Nigeria? To some degree Yes. But we cannot convincingly say that guidance has reached a full professional status in Nigeria. Since its inception in Nigeria in the early 1960's by the Federal Ministry of Education (Cote, 1972) and through the formation of the Ibadan Careers Council which later became the Nigerian Careers Council, several developments have occurred which have culminated in the present status of the occupation as we realise it today. First through the efforts of the Career Council, workshops, conferences in career guidance were organised throughout the country. The initial aim of the council was to provide occupational placement services to the youth. In 1976 the counselling Association of Nigeria was launched at the University of Ibadan. The aim of forming the Association was to promote the practice of guidance throughout the federation at a professional level. A year

before and after the Association was formed, the federal government came out with policy statements to support the promotion of Guidance and the training of school counsellors. These policy statements found in the Third National Development Plan (1975) and the National Policy on Education (1977, 1981) must have encouraged the establishment of guidance in schools, the organisation of workshops conferences and seminars in the country by governments and CAN and the training of full time counsellors and teacher counsellors in the Universities and Colleges of Education.

Presently, the Federal and many state government are eager to see that guidance is established in every post primary school. In Anambra State, for example, the Ministry of Education and the State Education Commission are working hard to ensure that every school has a guidance programme. In Imo State, the trend now is to ensure that Guidance is introduced not only in the post primary institutions but also in the primary schools. The Honourable Commissioner for Education in Imo State recently gave a speech on the occasion of a career's day organized by student counsellors of the author. In that speech he said the following:

... conscious of the importance of Guidance and Career Counsellors in schools and to ensure that guidance is given its right place in the school system Government recently employed more guidance counsellors, we hope to employ more as our financial resources improve so as to satisfy the Federal Government directive that, "all secondary schools in each state must have a trained counsellor for the enhancement of the 6-3-3-4 system of education". (commission Onwukwe, March 1990:1) To know that the federal government wants every secondary school in each state to have a trained counsellor is a healthy development. We have come a long way.

Now let us look at the main characteristics of guidance in Nigeria which can make it a profession. In terms of a body of knowledge and skills to form the basis for rendering the guidance service, there was no problem to begin with. Theories, procedures of practice and skills in guidance were borrowed from the pioneer country. Books written mostly by American authors have been in use in 1960's and 1980s. However, many Nigerian authors have contributed in writing books and other materials like tests. Many of the books and tests by indigenous authors are based on Nigerian environmental background. Theories, however, have virtually remained unaltered. In terms of training or education, a trained qualified counsellor should have had admission into an approved University or College of Education to do either an undergraduate or postgraduate course in guidance and counselling and must have successfully completed the course. Presently, the counselling association is working out standards for certification, licensure for its members. More is said on these later.

Guidance in Nigeria has developed to a stage where there is a national association "Counselling Association of Nigeria (CASSON) which aims to organise the occupational group, in terms of organizing workshops, conferences, seminars and meetings, seeing to the professional growth of its members. Guidance as practiced in Nigeria has a major objective of providing altruistic service to the Nigeria community. This is explicitly stated in the Constitution of the Counselling Association of Nigeria (1975:1) Section 3 of Article 11 of the constitution talks of the promotion of sound guidance and counselling in the interest of the society and the individual. Thus it is expected that members practice the occupation with the prior aim of seeking to promote the welfare of their clients.

4.3.2 The Counselling Association of Nigeria (CASSON)

The Counselling Association of Nigeria (CAN) which is supposed to be the professional organisation of individuals practising guidance in Nigeria. Counselling Association of Nigeria was born on Saturday 1ˢᵗ December, 1976 at University of Ibadan. CAN is an off-shoot of the Nigerian Careers Council. Members of this council felt at the time that there was a need to form an association which would promote the practice of guidance throughout the federation and help to bring it into professional lime-light. Before the launching of the Association a constitution had been drawn to guide its operation. Among the twelve learning outcomes in the constitution formulated to guide the activities of the Association are the following six which the author believes are highly important. They are:

(i)   To promote sound guidance and counselling in the interest of society and the individual;

(ii)   To publish scientific, educational and professional literature;

(iii)   To advance high standards of professional conduct amongst members of the Association;

(iv)   To conduct scientific educational and professional meetings, workshops and conferences;

(v)   To create an awareness in the general public about guidance and counselling;

(vi)   To examine conditions which create barriers to individual development and to work to remove them.

From 1976 up to now a number of these learning outcomes have been achieved. For example, the general public including federal and state governments are now very aware of the need for guidance and counselling in schools. The awareness has reached such a proportion that the federal government has declared that every post primary institution must have a trained counsellor to run its guidance programmes. In the area of

publishing, the Association has also succeeded in producing its journal "the Counsellor" even though the rate of production lags behind what is stated in the constitution, namely, twelve a year. Another area which the Association has held on and has been effective despite several odds is in conducting scientific, educational and professional meetings, workshops and conferences. Within more than ten years of its operation there has been an annual conference held every year, in addition to workshops and seminars held in various regions and states of the country. These inevitably have helped members to grow professionally.

Perhaps, areas which the Association needs to do more work so as to make the Association completely professionalised are in "advancing high standards of professional conduct amongst members...", stimulating, promoting and conducting programmes of scientific research in guidance and counselling.

On December 11, 1976, the Counselling Association of Nigeria (the name of the association remains the same today but the acronym was changed from CAN to CASSON at the 16th National Annual General Meeting (AGM) of the association which held at Bayero University, Kano in August 1992 was launched as the professional association responsible for the welfare of all career masters and guidance counsellors in Nigeria. In a landmark address delivered at the launching ceremony, Colonel (Dr.) Ahmadu Alli, then Federal commissioner for Education stated **inter alia**: Guidance counselling is an educational innovation that enjoys my   full support. Any educational system will be deficient without educational guidance. Our students need to be helped by personal counselling, career education and vocational guidance to discover their talents, aptitudes and to make intelligent career decisions.

At the second Annual General Meeting of CASSON held in Calabar between 3rd and 6th August, 1977, it was resolved that the association be affiliated with the American Personnel and Guidance Association (APGA) (now the American Association for Counselling and Development, AACD) so as to draw inspiration from it and to gain strength and support. The association has since been publishing its journal, **The Counsellor.** At about the same time, the Federal Government of Nigeria published its 1977 National Policy Education (NPE) which was revised in 1981. In the document, government endorsed its total commitment and support to the counselling movement by stating that:

In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions … Guidance and counselling will also feature in teacher

education programmes. (NPE, 1981 p.30) Since then, the association and indeed the profession has witnessed some notable developments. Prominent among these are:

(1)   **The recognition of guidance counsellors as full-time professionals in School** - The National Council on Education (NCE), being the highest policy making body on educational matters, commissioned a task force in 1987 to study and report on some vital issues relating to guidance and counselling in Nigeria. After series of meetings; the task force presented its report to council at the Bauchi January 1988 meeting and recommended that counsellors should be allowed to practice on full-time basis in schools and that because of the impact status of the discipline, separate budgetary, allocation should be reflected in State's budget for guidance and counselling at the Ministry of Education. These recommendations, among others, were accepted for implementation by the NCE at its Ibadan meeting of August 19988. Later Dr. (Mrs.) Rahmatu Abdullahi, then Hon. Commissioner for Education in Kwara State was chairperson of the task force.

(2)   **Blueprint on Guidance and Counselling** – Arising from the work of the NCE task force, recommendation was also made for the production of a policy document in form of a blueprint. The Federal Ministry of Education printed the first edition of "Blueprint on Guidance and Counselling for Educational Institutions in Nigeria" in July 2000, with a reprint in August 2001. The document, made up of thirteen sections, outlines the LEARNING OUTCOMES, scope, activities and strategies for implementing guidance and counselling services from pre-primary through secondary to tertiary institutions. There are also sections in document for counselling in relation to Non-formal education, Special Education, Administration and Funding as well as Research and Evaluation.

(3)   **Certification and Licensure of professionals**: The Counselling Association of Nigeria endorsed a suggestion that an ethical committee be formed to lay a regulatory role for practitioners through licensure and certification. At the 12th Annual General Meeting (AGM)of the association which held in Maiduguri in 1988, a Certification and Licensure, Board (CALEB) was proposed to, among other functions, recommend to the association policy and inaugurated at the 25th AGM which held in Makurdi, Benue State in August 2001. It is expected that the operations of the board would commence soon.

(4)   **Minimum Standards for Counsellor training**. As a way of controlling the quality of counsellors produced in our higher institutions, the National Universities Commission (NUC), in concert with the Federal Ministry of Education (FME) developed the Approved Minimum Academic Standard (AMAS) of courses required for training guidance counsellors in Nigerian Universities. A critical look at the courses show that career development, psychological testing, behaviour modification, techniques of individual and group counselling, principles of interpersonal behaviour, practicum etc feature prominently. Through this action, it is presumed that a product of any recognised guidance and training programme in Nigeria would have been exposed to basic minimum courses required for certification and practice.

(5)   **Sectionalisation of Guidance and Counselling in the NPE** – The counselling Association of Nigeria at the 1988 Maiduguri Conference set up a sub-committee on the implementation of guidance and counselling in Nigeria. One of the functions of the sub-committee was to look into the areas of guidance and counselling relevance in the National Policy on Education (NPE) and recommend amendments where necessary. The sub-committee submitted its report to the association and in it observed that guidance and counselling deserved more than the little prominence given to it in the policy, all condensed into just six lines. It further observed that the contributions of guidance and counselling services to educational development and to other issues which have guidance implications are scattered through the policy.

It was the reasoning of the sub-committee that if guidance and counselling covers the scope of all individuals in the whole gamut of the educational system from pre-primary to the tertiary levels, both inside and outside the formal school setting, then it is a major component of education deserving of a whole section of its own. The report of the sub-committee was approved by the association and forwarded to the implementation committee of New National Policy on Education headed by Dr. J. A. O. Sofolahan.

(6)   **Registration of the Association-** The Counselling Association of Nigeria (CASSON) was registered as a corporative body with the Corporate Affairs Commission (CAC) on the 22nd of April, 1996 with five duly appointed trustees. This registration of the Association, coming twenty years after its establishment, marks its recognition and status as a corporate entity with necessary rights and privileges.

(7) **Development of a National Secretariat** – In an attempt to establish the needed presence of the association in the Federal Capital Territory, efforts have been made to procure a piece of land in Kuje, Abuja for the purpose of erecting a befitting National Secretariat building. Along this line, a Customary Certificate of Occupancy on the land was approved on the 6th of January, 1988. Plans are already at an advanced stage to commence work on the site.

(8) **Academic/Professional Publications** – In addition to the annual publication of 'the Counsellor', the official journal of the association, three other publications of the association have come on stream. These are (i) Edited Conference Proceedings, a supplement to the journal and an annual publication of papers presented at CASSON conferences since August, 2001 (ii) Roles and functions of School Counsellors within the Nigerian Setting, which is a guide to both practitioners and non-practitioners on the roles and functions expected of practicing counsellor in Nigeria. The booklet was first printed in 1991 while the revised, expanded edition was reprinted in 2003; (iii) Curriculum in Guidance and Counselling – this harmonises and integrates all previous publications on the subject by State chapters. It was commissioned for publication by the National Executive Committee of the association at the Ibadan 2003 conference.

(9) **Fellowship/Honorary Fellowship of the Association** – The first set of five (5) fellows and two (2) Honorary fellows of the association were inducted at the 10th National Annual conference which held at OAU, Ile-Ife in August 1986. As at the 27th National Annual Conference of the association which held at the University of Ibadan in August 2003, the number of fellows had risen to thirteen (13) and that of Honorary fellows to three (3).

(10) **Legislation on Guidance and Counselling** – The association is yet to be backed by an act of parliament. To ensure that the association gets the necessary legislative support, papers are currently being processed to the National Assembly for this purpose (see Idowu, 2004).

Self-Assessment Exercise

What are the notable developments witnessed by CASSON?

4.4   Summary

It is in the area of code of ethics, standards for certification and licensing that guidance may be said not to have fully become a profession in Nigeria. At the time of writing no code of ethics had been formally established by the Association steps are however on the way for this to be realised as is seen in the report of the sub-committee for policy guidelines on certification and licensing.

One cannot say with absolute conviction that guidance in Nigeria has attained full professionalisation. We can only say that it has partially achieved this. Major areas which are required to make guidance attain full professional status are the following

(i)   Proper legal registration of the Association by 1985 this had not been done as can be inferred from the minutes of the ninth annual general meeting held at University of Nigeria, Nsukka, Enugu in August 1985.

(ii)   The issues of code of ethics and professional responsibilities has not been explicitly spelt out.

(iii)   The question of a mode of certifying and licencing members be firmly established in the occupational group.

Each of the tree areas mentioned above are important areas without which we cannot claim professional status.

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4.6   Possible Answers to Self-Assessment Exercise

What are the notable developments witnessed by CASSON?

1.   The recognition of guidance counsellors as full-time professionals in School - The National Council on Education (NCE), being the highest policy making body on educational matters, commissioned a task force in 1987 to study and report on some vital issues relating to guidance and counselling in Nigeria. After series of meetings; the task force presented its report to council at the Bauchi January 1988 meeting and recommended that counsellors should be allowed to practice on full-time basis in schools and that because of the impact status of the discipline, separate budgetary, allocation should be reflected in State's budget for guidance and counselling at the Ministry of Education. These recommendations, among others, were accepted for implementation by the NCE at its Ibadan meeting of August 19988. Later Dr. (Mrs.) Rahmatu Abdullahi, then Hon. Commissioner for Education in Kwara State was chairperson of the task force.

2.   Blueprint on Guidance and Counselling – Arising from the work of the NCE task force, recommendation was also made for the production of a policy document in form of a blueprint. The Federal Ministry of Education printed the first edition of "Blueprint on Guidance and Counselling for Educational Institutions in Nigeria" in July 2000, with a reprint in August 2001. The document, made up of thirteen sections, outlines the LEARNING OUTCOMES, scope, activities and strategies for implementing guidance and counselling services from pre-primary through secondary to tertiary institutions. There are also sections in document for counselling in relation to non-formal education, Special Education, Administration and Funding as well as Research and Evaluation.

3.   Certification and Licensure of professionals: The Counselling Association of Nigeria endorsed a suggestion that an ethical committee be formed to lay a regulatory role for practitioners through licensure and certification. At the 12th Annual General Meeting (AGM)of the association which held in Maiduguri in 1988, a Certification and Licensure, Board (CALEB) was

proposed to, among other functions, recommend to the association policy and inaugurated at the 25th AGM which held in Makurdi, Benue State in August 2001. It is expected that the operations of the board would commence soon.

4.   Minimum Standards for Counsellor training. As a way of controlling the quality of counsellors produced in our higher institutions, the National Universities Commission (NUC), in concert with the Federal Ministry of Education (FME) developed the Approved Minimum Academic Standard (AMAS) of courses required for training guidance counsellors in Nigerian Universities. A critical look at the courses show that career development, psychological testing, behaviour modification, techniques of individual and group counselling, principles of interpersonal behaviour, practicum etc feature prominently. Through this action, it is presumed that a product of any recognized guidance and training programme in Nigeria would have been exposed to basic minimum courses required for certification and practice.

5.   Sectionalisation of Guidance and Counselling in the NPE – The counselling Association of Nigeria at the 1988 Maiduguri Conference set up a sub-committee on the implementation of guidance and counselling in Nigeria. One of the functions of the sub-committee was to look into the areas of guidance and counselling relevance in the National Policy on Education (NPE) and recommend amendments where necessary. The subcommittee submitted its report to the association and in it observed that guidance and counselling deserved more than the little prominence given to it in the policy, all condensed into just six lines. It further observed that the contributions of guidance and counselling services to educational development and to other issues which have guidance implications are scattered through the policy.

It was the reasoning of the sub-committee that if guidance and counselling covers the scope of all individuals in the whole gamut of the educational system from pre-primary to the tertiary levels, both inside and outside the formal school setting, then it is a major component of education deserving of a whole section of its own. The report of the sub-committee was approved by the association and forwarded to the implementation committee of New National Policy on Education headed by Dr. J. A. O. Sofolahan.

6.   Registration of the Association- The Counselling Association of Nigeria (CASSON) was registered as a corporative body with the Corporate Affairs Commission (CAC) on the 22nd of April, 1996 with five duly appointed trustees. This registration of the Association, coming twenty years after its establishment, marks its

recognition and status as a corporate entity with necessary rights and privileges.

7. Development of a National Secretariat – In an attempt to establish the needed presence of the association in the Federal Capital Territory, efforts have been made to procure a piece of land in Kuje, Abuja for the purpose of erecting a befitting National Secretariat building. Along this line, a Customary Certificate of Occupancy on the land was approved on the 6th of January, 1988. Plans are already at an advanced stage to commence work on the site.

8. Academic/Professional Publications – In addition to the annual publication of 'the Counsellor', the official journal of the association, three other publications of the association have come on stream. These are (i) Edited Conference Proceedings, a supplement to the journal and an annual publication of papers presented at CASSON conferences since August, 2001 (ii) Roles and functions of School Counsellors within the Nigerian Setting, which is a guide to both practitioners and non-practitioners on the roles and functions expected of practicing counsellor in Nigeria. The booklet was first printed in 1991 while the revised, expanded edition was reprinted in 2003; (iii) Curriculum in Guidance and Counselling – this harmonises and integrates all previous publications on the subject by State chapters. It was commissioned for publication by the National Executive Committee of the association at the Ibadan 2003 conference.

9. Fellowship/Honorary Fellowship of the Association – The first set of five (5) fellows and two (2) Honorary fellows of the association were inducted at the 10th National Annual conference which held at OAU, Ile-Ife in August 1986. As at the 27th National Annual Conference of the association which held at the University of Ibadan in August 2003, the number of fellows had risen to thirteen (13) and that of Honorary fellows to three (3).

10. Legislation on Guidance and Counselling – The association is yet to be backed by an act of parliament. To ensure that the association gets the necessary legislative support, papers are currently being processed to the National Assembly for this purpose (see Idowu, 2004).

UNIT 5   PARADIGM SHIFT IN COUNSELLING

Unit Structure

5.1   Introduction

Technology and social conditions are constantly and rapidly changing thereby making obsolete certain practices that used to be valid not too long ago. The dynamism in the area of counselling has necessitated a paradigm shift from dependence on face to face and manual counselling to on-line counselling. On line- counselling is the provision of professional counselling services via the internet. It is ICT based counselling. This could be through an exchange of series of e-mails, through chat room and video conferencing. Today, we are very easily and instantly connected to each other through e-mails, cell phones, social media sites and a myriad of such technologies.

5.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

* define social media
* discuss the need for paradigm shift in counselling
* describe facebook
* discuss the use of Twitter & E-mail in counselling.

5.3   Paradigm Shift in Counselling
5.3.1 Social Media and Counselling

Social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. ... Social media are interactive Web 2.0 Internet-based applications (Obar and Wildman, 2015).

Social media is a term that is broadly used to describe any number of technological systems related to collaboration and community (Joosten, 2012).

While it appears that a specific definition may be elusive (Kaptan & Haenlein, 2010), social media is often described by example, social networking sites, eg blogs, wikis, multimedia platforms, virtual game worlds and virtual social worlds etc. social networking sites (SNSS) were chosen to be the focus in recognition of the prevalence of SNSS such as Facebook, and my space and LinkedIn, it can be used interchangeably with terms such as social networking or online social networks, SNSS are web-based services that allow users to make personal profiles, create content and share messages by connecting with other users the system. (Boyd & Ellisson, 2007).

The task of defining social media is made more challenging by the fact that it is constantly in a state of change. SNSS evolve as developers create new or enhanced features that will meet the demands of users. Through Facebook, users can send messages, add friends, update personal profiles, join groups, develop applications, private chat, set up closed groups, host content and learn about other users through their online profiles. (Haase, 2010) writing on the use of social media in connecting people.

Ken Stevens (2010: 108) observes that:
The last 30 years have brought major changes to the way people can communicate electronically, from text-based e-mail to the present proliferation of social networking and communication tools capable of varied combinations of text, audio, images and video in both synchronous and asynchronous modes. Often called web 2.0. or the "Read/Write Web" because of the ability of users to both receive and create content as well as to collaborate, share and repurpose content, these tools have provided teachers and learners in ODL programmes with the potential to address some of the perceived social and communication shortcomings of earlier programme models. Their use can reduce isolation and build a sense of community among learners.

On the other hand, the counsellor among other things is (i) to provide students with information which may help improve their educational process (ii) to provide student with information which may help in their educational and vocational choices (iii) to discuss with students problems of psychological and educational nature (iv) to provide students with some skills such as reading skills to acquire information and knowledge rapidly (v) to help student to understand himself, his abilities, aptitudes, interests and weaknesses. (vi) to discover and diagnose student's problems and help the student to understand his problem, and provide him with information and many more.

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Since guidance and counselling service are crucial to successful implementation of educational programmes in the world over the counsellor therefore holds exert position within the school system and the society. He is a professional that is skilled in assisting the individual in understanding himself in relation to his worlds. By virtue of his training, he tolerates human differences and assists people to accept their strengths and weaknesses.

The counsellor adopts guidance and counselling principles in his relationships with students (clients) for positive behaviour change so that the concerned students can learn to solve problems, make choices and decisions that would make them become healthy and happy individuals. With the advent of information technology, there is an increasing need for counsellors to communicate and interact with students (clients) beyond the traditional face-to-face medium technology facilitates the aims of academic counselling by making it easier for students and counsellors to connect and interact through social networking sites. Dahl (2005) says that with social media sites like Facebook, e-mail, g-mail, google talk, twitter, skype and blogs, information dissemination to and interactions with students is not only simplified but are also greatly enhanced.

Let us look at some social media sites.
Facebook: Mc Carthy (2010) suggested that Facebook was the idea host site for a blended learning environment Facebook may be the face of online social networks. It was developed in 2004 by Mark Zuckerberg. It is the "dominant" social networking site. (Lenhart at al. 2010). This is one of the most widely patronised social media network sites used by people to reach out to friends, family and colleagues. As an aid to counselling, a counsellor can post important announcements, information and quick updates to students on his or her wall or tag them as e-mail notifications which students can see and access immediately, they login to their Facebook account. Most importantly counsellors can use Facebook interactive online chat to connect to students and answer their questions.

Blogs
The weblog or blog has high visibility and popularity in the world of social media networks perhaps explaining its prominence in research investigations. A weblog or blog is essentially an online journal where a number of contributors participate by dialoguing about a particular topic or focus, like other social media, blogs allow users to post personal content, to comment on and connect too other media sites, and to make observations about other users posts. (Du & Wagner, 2006). The word weblog was used as early as 1997 (Blood, 2000).

Researchers, for instance, Deng & Yuen (2010) hold that blogs can be used in the academia to connect students, foster social support, and

promote self-expression. According to Bartome (2008) blogs are used as a means of sharing news/information, or sharing personal opinions. With this, blogs can be used by the counsellors and students as a means of sharing information or use it to share personal opinions.

Twitter

It a social networking that is often termed a microblogging service in contrast to Facebook or my space. Twitter limits posts or updates to 160 characters. Some have suggested that twitter makes for a faster mode of communication because of the relatively short post lengths (Java, Song, Finin & Tseng 2007). The average blogger may update every few several times a day. (Java et al. 2007) it is an online social media network site which counsellors can exploit to connect with students. Twitter users can send and receive messages popularly called tweets. It is fast, quick an free online service which only requires users to have an account and be connected to a computer. One of the advantages of twitter is that non-registered users can read tweets posted online while registered users can post and read tweets posted by other users through the platform of the website.

E-mail

This is one of the most popular and widely used means of sending digital information online which educational counsellors can use to reach a large number of students. Email messages are quick and fast and can reach a recipient's account within seconds. E-mail users are not required to be online simultaneously. A student or a client can access his account at his convenience and read, and reply to any inbox message.

My Space

My space co-founded by Chris De Wolfe and Tom Anderson in 2003. With enormous growth in its first few years, by 2009 it was considered the leading social media site (Lenhard 2009) users were found to be more likely women, Hispanic or black and high school educated with some college experience. Like Facebook it offers an interactive, users-submitted network of friends, personal profiles, groups, photos, music and video (Boyd, D.M & Ellison N.B, 2007)

LinkedIn

Used primarily for professional networking. LinkedIn is a networking site that was launched May 2003. LinkedIn users usually affiliate with others in their work maintaining a list of contacts for people they know and trust. The trust factor is an important concept in this SNS as connecting with others requires either a pre-existing relationship or some mutual contact (Papacharissi, 2009). This is an effective communication tool between the counsellor and the client or students.

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Self-Assessment Exercise

Write short notes on Facebook and Twitter.

5.4   Summary

Social media technology has become an essential part of personal; life s users generate content, share photos, choose to like or interact in a game. The ubiquity of social media is no more apparent than at the University where the technology is transforming the ways students communicate, collaborate and learn. Widely embraced as a tool for personal or business purposes, the notion that social media could be an effective tool for educational purposes especially for guidance and counselling purposes has received recent attention. At the same time, this developing arena is receiving an increased research interest. The potential role for social medial as a facilitator and enhancer of learning and counselling is worth investigating.

Education likes to explore emerging technologies as new or improved tools to enhance instruction and learning social media has emerged as a highly useful personal communication technology that is effective in guidance and counselling. Certainly social media has been prevalent on the higher institution campuses but not until recently has its viability as a learning and counselling medium been considered by a growing number of educators.

A lot of research has been conducted on the burgeoning internet social media sites from different perspectives. Social media network like Facebook enables like-mined people with similar interests to connect, communicate and interact. This makes it easy for counsellor to use this medium, using social media sites to communicate, to interact, to guide and to counsel students or clients. It is quick, faster and very effective. Despite all that has been said, technology should not replace face-to-face interactions. Rather counsellors should see technology as a tool to enhance the counselling experience and not a substitute for it. Social network sites reach out to larger numbers of students efficiently despite the distance in space and time.

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5.6   Possible Answers to Self-Assessment Exercise

Write short notes on Facebook and Twitter.

Answer

Facebook: Mc Carthy (2010) suggested that Facebook was the idea host site for a blended learning environment Facebook may be the face of online social networks. It was developed in 2004 by Mark Zuckerberg. It is the "dominant" social networking site. (Lenhart at al. 2010). This is one of the most widely patronised social media network sites used by people to reach out to friends, family and colleagues. As an aid to counselling, a counsellor can post important announcements, information and quick updates to students on his or her wall or tag them as e-mail notifications which students can see and access immediately, they login to their Facebook account. Most importantly counsellors can use Facebook interactive online chat to connect to students and answer their questions.

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non-registered users can read tweets posted online while registered users can post and read tweets posted by other users through the platform of the website.

MODULE 4   COUNSELLING FOR TARGET GROUPS

UNIT 1   GROUP GUIDANCE AND COUNSELLING

Unit Structure

1.1   Introduction

Groups are so much a part of everyday living that people tend to take them for granted. All the things we learn about how to behave as human beings can be experienced and tested in group interaction. The individual's psycho-social development can be attributed at least to a series of group interactions and group memberships.

Groups are natural phenomena which occur wherever people are brought together regularly. An individual chooses voluntarily to become a member of certain groups while he is born into others. The individual would normally choose a group if he agrees with the values such group support and the purpose the group I trying to achieve.

Several problems, whether vocational, educational or psycho-social can be talked through effective use of group counselling. Problems that can be handled in groups includes:

- Problems relating to fear, anxiety, phobia
- Poor study habits, poor academic performances
- Inferiority/superiority complex
- Juvenile delinquencies, pilfering truancy
- Drug addiction/abuse, alcoholism, smoking
- Frustrations, depression, helplessness

-      Choice of school subjects
-      Vocational choice
-      Peer group pressure
-      Family problems, separation, misunderstanding and divorce
-      Shyness, timidity, poor self-concept **-** School rules and regulations.
  Benefits of Group Counselling

1. You are not alone. Groups provide support and make you realize that other students experience similar challenges. You are not as different or alone as you think.
2. Groups provide a sounding board. Groups can offer a different perspective. Receive support and share your wisdom.
3. Groups can propel you forward. Hearing from others on how they've overcome can be encouraging. During the group experience you will likely meet people representing a wide variety of backgrounds and experiences. Listening and learning from every member's perspective provides members with greater insight into your personal growth and development.
4. Groups promote social skills. While it is common for students to feel anxious prior to attending their first group, most students feel relieved and more comfortable as the sessions progress. Remember, it takes time to feel comfortable speaking up in a group, adjust to group norms, and experience the benefits of group. It is important that you share at your own pace.
5. Groups are not limited. There are no session limits on groups and your student fees have already paid for the service, so it's a way to receive more counselling than is possible individually.
6. Groups teach you about yourself. Groups can be a way of uncovering the areas that may be blocking your ability to overcome your issues.

Groups offer a confidential, safe space for students to gain self-awareness and awareness of others. The experience often reduces loneliness, normalises your experiences, promotes change in quick and meaningful ways, and helps you to learn and process new skills. https://shcs.ucdavis.edu/blog/archive/healthy-habits/sixbenefits-group-counseling

1.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- define group counselling
- mention three characteristics of group counselling
- explain two desirable qualities of group members
- mention four avenues for group guidance and counselling

- discuss two advantages of group counselling and disadvantages of group counselling.

1.3   Group Guidance and Counselling
1.3.1 Group Guidance

Group guidance refers to any part of a guidance programme that is conducted with more than one client. Provision of information is basically the focus of group guidance activities.

This term is frequently used to refer to any part of guidance programme that is organised with groups of students as distinct from that between an individual student and the counsellor. The approach of group guidance is preventive and is mostly directly concerned with acquiring information, gaining an orientation to new problems, planning and implementing student activities, collecting data for occupational and educational decisions.

Mahler (1977) defines group guidance as: a class or educational experience, mainly involved with giving out information. In schools, it is usually oriented towards encouraging students to know what the adults think the participants should know. Although the same topics discussed in group guidance may also be discussed in group counselling, the major responsibility in guidance remains with the teacher. In group counselling the focus is upon each member, not the topic being discussed. Topics treated under group guidance include effective study habits, preparing for and taking examinations, and obtaining and using vocational information. The number of members here range between 20 to 30 persons and the setting is usually the classroom.

Group guidance activities are an integral part of an effective school programme. Within a well-articulated guidance programme, group guidance activities contribute directly to the goals of students and the school implementing and supplementing the counselling and consulting roles of the school counsellor. The school guidance programme that contributes to each pupil's positive use of the school facilities. The programme is also directed towards helping teachers and pupils to create a fertile environment in which children may feel and employ their development of those skills, knowledge and attitudes that are the pivot of well-adjusted personality. Within the context of the school guidance programme, group counselling captures the main essence of the guidance and portends an active in future in primary school education. Its success depends on the humility and caution with which the counsellor adapts it to the needs of school children.

1.3.2 Group Counselling

Group counselling is a process by which one counsellor is engaged in a relationship with a number of counsellees. Most authorities cite six as the optimum number, with a range from foul to twelve. Group counselling is usually concerned with developmental problems and situational concerns of members. The focus is on attitudes and emotions, the choices and values involved in interpersonal relationships. Members, by interacting with each other, establish helping relationships that enables them to develop understanding, insight and the awareness of self as a first step to effective functioning. According to Sherterz and Stone (1981), the vehicle for achieving this goal in a group is that members discuss their personal emotional concerns and other members provide feedback about their perceptions of these experiences. Group counselling can be conducted for remedial, developmental and preventive purposes.

Group counselling simply defined, is an interpersonal interaction among individual with similar concerns in the presence of a facilitator who provides a suitable atmosphere for these individuals to explore with each other their feelings and attitudes about themselves or situations. In group counselling normal children talk about the problems that bother them and try to help each other learn to behave increasingly more effectively (Ohlsen, 1964). The interpersonal interaction that goes on in the group enable the clients to learn to help others as well as obtain help for themselves.

Gazda (1978) defines group counselling as a dynamic and interpersonal process focusing on conscious though and behaviour and involving the therapy functions of permissiveness, orientation to reality, catharsis and mutual trust, caring, understanding and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with both one's peers and the counsellor(s). Group counsellees are basically normal individual with various concerns which are not debilitating to the extent that requires extensive personality change. The group counselee may utilise the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviours. He emphasised that group counselling is problem-centred and feeling-oriented. Reflection and clarification of feelings and modification of attitudes are its cardinal points. Here major effort is centred on helping members deal with their problems and experiences, and the emphasis is on growth and adjustment rather than on cure of deficit behaviour.

Characteristic of Group Counsellor
He goes to enumerate the characteristics of group counselling as follows:
-        All members focus on a common problem they wish to discuss.

- All members' identity with this common element.
- A counsellor functions as a leader and must function from within the group.
- A permissive, safe atmosphere is provided that favours free expression.
- Interaction and natural helping among members are essential.
- Effective counselling stimulates participant by group standard to accomplish the generally accepted goal of individual counselling.
- Members find the group to be rewarding.

Some other characteristics of groups generally include:

a. **Individuals affect groups:** Since groups are made up of individuals, the personalities of such individuals would obviously affect the outlook of the group. A small committee that has an aggressive member may not be the same as it would have been without him. Also, some other individuals may bring into their group unique talents, abilities and interests which could affect the functioning of the group positively. People join groups for the satisfaction of some of their needs.

b. **Groups develop structure:** Groups develop their notions about how their activities should be conducted; who should be responsible for what. In momentary groups, members tend to enjoy the status they have brought with them from outside while in continuing groups members become differentiated by the amount of power and influence they exert upon the group. Such influence however is flexible rather than rigid as the members, over a period of time, become aware of these differences and could then estimate who has high prestige in the group. Because each individual brings varied talents into the group, the tendency to fulfil those specialised roles and functions they can perform most efficiently. The group gains in efficiency because of division of labour. When a task is performed by a member it does not have to be repeated by another and when one member says approximately what another intended to say the other member need not repeat it, hence, the group also gains from a process of role sharing.

c. **Groups develop standard:** The development of standard norms or codes of acceptable behaviour forms part of the characteristics of groups and all members tend not to violate the norms in group situations. Also group pressures enforce conformity upon members. Members may choose not to deviate from the norms because it gives them solidarity with the group. According to Sherif (1952) "Every group, small or large, with the same degree of group and 'out-group' delineation has an organisation defining the roles of individual members and requires certain conformity in action and aspiration from the individual who belongs".

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d. **Groups vary in cohesiveness and other qualities:** Groups are different in the extent to which they exhibit certain vital qualities at a particular time. Among the most important qualities is cohesiveness which is a function of group sticks together that will determine the extent to which members would resist giving up membership. For example, a primary group such as the family would likely be more cohesive than others. Also a conformity group would be more cohesive than a momentary group.

e. Attractiveness of a group would depend upon such properties of the group as its goals, programme, size of organisation and position in the community and upon the degree of the individual member's needs for affiliation, recognition, security and other things that can be discussed in the group.

f. **Groups establish their own goals:** Groups are formed as instrument of satisfying members' need and each group always has goals. The group would probably remain healthy to the extent that individual members feel they can embrace the group's goals in relation to their individual needs. The group strives towards a group outcome of high quality arrived at efficiently. In public discussion for example, the outcome could mean a recommended decision for consideration by the audience to consider the recommendation.

The group also seeks to win the individual's commitment to the outcome and the individual's satisfaction with the understanding achieved. In problem-solving discussion, commitment means individual's willingness to defend and to carry out decisions in continuing group, the group may seek to maintain itself as a group by promoting harmonies, interrelationship that would be lasting and to prevent the dissolution of the group.

Desirable Qualities of Group Members

i. **Objectivity.** Each member of the counselling group should be objective and open-minded toward the problem for discussion and should be ready to display objectivity and good will towards others in the group. Ideas should be considered solely based on their merit and not the emotional involvements and attitudes of the members toward the person(s) who advance them.

ii. **Enthusiasm.** The members should be enthusiastic in their collective search for understanding and for acceptable decision. Lively interaction stimulates the kind of creative thinking essential to high quality productivity. Where members appear dull, bored and indifferent, progress may be stifled.

iii. **Sensitivity to Interpersonal Relations.** Each member should view others as fellow human beings whose opinion should be respected. Each member has to be tactful because there may be

good reasons for disagreement but others should not be put on the defensive unnecessarily. This would involve the evaluation of a member's idea without attacking him as a person for having expressed it. It involves courtesy. Rude interruption should be avoided while others are talking and roles allotted to others should not be usurped. Each member should also show sensitivity to threat.

Some Avenues for Group Guidance and Counselling
-       Morning Assembly: since all students are expected to be involved during morning assembly, the counsellor with the principal's permission may use a few minutes once a week for group guidance.

        Topics like the school rules and regulations, the problem of Aids, Drug abuse, cleanliness etc. could be discussed.
-       Career Week or Day: could be organised for the students.
-       Conferences could also be organised in such a way that the participants would benefit from the topic of discussion.
-       Excursion Programme: whereby student group can visit industries higher institutions, technical workshops etc to see what is happening in the world of work.
-       Regular Academic Classroom Environment can be used by the school counsellor to discuss certain topics of interest with the students.
-       School houses or hall of residence can be used for group counselling whose Audio-Visual materials like film could be show to the group members.

Advantage of Group Guidance and Counselling
There are so many advantages which can be derived from the counsellor's use of groups in guidance and counselling, some of these are:
1.   Group counselling saves time and money. It is far more economical than individual counselling.
2.   It provides the client the opportunity to understand himself and also understand others.
3.   The clients are given room to develop position natural relationship with one another.
4.   Group counselling offers the participants the opportunity of testing reality and gaining insight into their feelings and feedback from others.
5.   Group counselling creates the avenue for the members to re-valuate their thoughts and behaviour patterns.
6.   Group members receive comfort from other member who have similar problems as their own.

7.   In the process of group counselling, the clients not only receive help from others but they themselves are a source of help as they show an understanding of their problems and accept one another in spite of these problems.

8.   Group counselling can also arouse the client's interest in guidance and counselling and motivate him to seek for individual counselling.

Disadvantages of group guidance and counselling include

-       some members who are extroverts may dominate the whole discussion while the introverts keep quiet and withdraw more into their shells.

-       Disagreement may arise within the group; thus disrupting the whole group process.

-       Some members of the group may find it difficult to open up their secrets among many people.

-       Intense problems of the individuals may not be well addressed in the group.

-       The counsellor may not be able to attend to all the group members effectively.

Adequate number of professional counsellors are trained and posted to schools.

The myopic conceptualisation and gross misunderstanding of guidance and counselling are cleared.

The impact of inefficient guidance services will be on the quality of our school products and implicitly on the entire nation.

Nature of Relationship
There is no agreement about the nature of group counselling relationship. In developing the relationship, the counsellor is responsible for getting the group organised. He starts by discussing the role of the counsellor and explains how the group should function if maximum benefits are to be achieved. He states that each member as well as striving to solve their own individual problems. Members are encouraged to share freely and try out new ideas.

The time of, place of meeting and the issue of confidentiality are usually addressed. Counsellors often have members draw up mutually devised rules and guidelines. This participation has been observed to be helpful in establishing a working climate. By words or action, the counsellor must help group members accept responsibility by developing and maintaining a therapeutic climate. Members should develop skills in deep listening, the helping another talk, discussing problem and concerns, expressing

feelings, confronting (i.e pointing out when what is said doesn't seem right) and planning (i.e proposing to do something).

Getting Discussion Started
Usually, the counsellor gives the lead. He can employ the technique of going round the ground and encouraging members to say why they are in it, what they hope to accomplish in the session or how they react to a particular matter. The counsellor tries to help members learn to interact with one another.

Maintaining the Relationship
The group members determine the topics and the pace at which discussions progress. Group members usually venture into personal problems and return to a central theme. Sharing of personal concerns often builds up. Gradually, members learn to be themselves, to discuss their concerns, and to identify their real feelings. By trusting, accepting and trying to understand each other they provide the mutual encouragement needed to struggle with problems and to try to change. As this becomes evident, members become more ego-involved and participate more meaningfully increasingly group members learn to play the counsellor's role and if encouraged developed interpersonal skills and create feelings of mutual respect.

The Counsellor's Responsibility
The counsellor's skill and confidence are the keys to successful group counselling. Experience from individual counselling often provides a foundation for working with group. Here also, counsellors convey feelings of acceptance, warmth, and understanding. They can be aware of their own needs and limitations and try not to allow them interfere with the counselling situations. As the group proceeds, they give full attention to the members and their interaction, allowing them to express themselves. Counsellors seek to communicate confidence in each member's ability to solve his or her problems. As counsellors, they define the working relationship, display consistency, and an example in accepting and helping others. Unique to group counselling is the cross-currents that develop among members. The counsellor must handle them objectively, being sensitive to their purpose and usefulness. The way counsellors demonstrate their skills has considerable effect on how the group functions.

As in individual counselling, the counsellor can capture and reflect the feelings of clients, help them tell their story, and set the stage for desirable learning experiences. Their task is more complicated because they must be aware of group interaction and convey feelings of acceptance and understanding to members. It has been suggested that counsellors can build relationships in group counselling when their clients come to feel

that counsellors care about them, seem to understand them, believe they can be helped, and are experts in helping people help themselves.

Responsibility of Group Members

By choosing to be in a group, members agree to share the challenge of helping to build a relationship. Through interaction each member helps to create and maintain a psychological climate that is conductive to sharing experiences and solving problems. This is difficult to develop but it can be done if the counsellor's actions and attitudes set a good example. Each member has the responsibility to listen and help others express themselves. They also encourage others to define their thoughts and goals and to think coherently. It is important to develop member to interact and depend less on counsellors. Commitment to change is enhanced by helping members discover affiliation with others who work to make similar changes. Members of any group enact different roles at different times during group sessions.

Factors that Determine Success in Group Counselling

In presenting children's group counselling as an efficacious therapeutic strategy, it is essential to review the factors that influence success in counselling groups. Two significant influences determine the life of a group. These are identified as "disruptive forces form without and disorganising forces from within". Of these two, disorganising forces from within constitutes the most significant threat in a school guidance programme in general and group counselling in particular since it is contingent upon the counsellor's organisational leadership abilities. In recognition of such potential dangers. Counselling psychologists have identified vital constitutional factors that must be considered before group counselling is introduced to the school setting. These factors include: Mutuality of problems, compatibility of group members, group size, age range, sex composition, length and qualification of the group leader. (Yunker, 1970).

Similarity of Problems

There is presently no argument among scholars on the nature of a group as regards the homogeneity or heterogeneity of problems. Some scholars recommend that counselling groups be composed of individuals who are confronting mutual problems. The argument lies in the fact that one wrongly placed member in a group can lead to the failure of the counselling Learning Outcomes of that group. Is unnecessary for members to share the same diagnosis even though they may share common problems. The trend among scholars in recent times is for a group to share mixture of wisely balanced members. For instance, groups should be mixed in a way that some of the group members may have a motivating behaviour of some group members being copied by others.

Specifies that "an optimal group arrangement calls for several quiet children and not more than two who are aggressive".

Compatibility of Members
This issue centres on whether counselling groups should include well adjusted" participants among the participants that are experiencing adjustment problems in the school. Scholars have often in inclusion of one or two participants that are "normal". The argument is that well-adjusted children are similar to those of the unadjusted children. Students that are considered "near happy" benefit from group counselling by helping themselves as well as helping others. Yunker (1970) suggests that more adjusted members in a counselling group tend to supply order to the group environment and usually provide the mode reinforcement desperately needed by participants lacking social competence.

A thorough review of literature by this write reveals that counselling psychologists involved in selecting members for group counselling should exercise restraint and hold an intake interview for desiring members of a group and supplement the information got with interview with teachers, parents and the clients cumulative records prior to making his final selection of group participants.

Group Size
Inappropriate size of a counselling group may ruin the outcome of group counselling. Too few or too many mar the venture before it actually takes off. Number of participants in group counselling varies according to members age, maturity levels and designated group tasks. Groups of about 5 to 10 may be adequately managed among secondary school groups, while 4 to 6 may be considered ideal for the primary school children. Berelson and Steiner reported that "the larger the group becomes... the more impersonal it tends to become, the more formalised, the less intimate, the less satisfying to the members". On the other hand, small "groups of two tends to be characterised by tension, groups are here by power struggle". The counsellors should appreciate the significance of group size in the outcome of group counselling.

Self-Assessment Exercise

What are the Advantages of Group Guidance and Counselling?

1.4   Summary

The success of a group guidance activity depends largely on the counsellor's competence in selecting and placing clients to appropriate groups where therapeutic effect can be maximised. A common need of group counselling is acceptance. The client, particularly the

underachievers need help in accepting their ability before they actually improve their performance. For group counselling to be effective with certain classes of clients, it demands that a therapeutic climate be established in the homes as well as the school.

Group counselling builds on fundamental ways by which people respond to one another and modify another's behaviour group counselling appears to develop members' insight into their problems and feelings and helps them to arrive at some understanding of the causes of their concerns. As members talk about themselves and the things that disturb them, they learn what they can do to improve themselves. Members learn to express themselves in action, feelings and attitudes. They learn that they can interact and discuss with one another and that the group will help each person draw out his or her feelings. Alternative ways of behaving and experimenting with different responses better in a group of peers than in individual counselling relationships. Through group counselling, adolescent need for conformity and acceptance by their peer group are met. Also, they have the opportunity to share reactions and ideas, define meaningful life situation and have the feeling of independence. Their trust on their peer group facilitates interactions and yields better results than in individual counselling.

Participation in group counselling facilitates the development of mutual interaction in realistic life-style situation. Members are able to learn new more flexible, satisfying ways of relating to one another.
Members of a counselling group may accept ideas and suggestions proposed by their peers that they might reject if proposed by others. Reinforcement provided by members often makes decision more to be viewed as commitment rather than acquiescence to an authority figure. Group counselling also saves time and money.

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1.6   Possible Answers to Self-Assessment Exercise

What are the Advantages of Group Guidance and Counselling?

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UNIT 2   OTHER TYPES OF GROUPS

Unit Structure

2.1   Introduction

Essentially man is a social animal. Almost all human experience involve interaction with other persons. Group processes are being utilised in many forms in diverse settings by many individuals and there is no age barrier regarding the valuable influence group work has on the character development of individuals. Much of an individual's character is developed through social interaction, peer relations as well as the family influence. Within the group counselling context, the individual learns to appreciate and understand his behaviours by observing and comparing with others as well as identifying with them. The group process also, provides the individual with alternative behaviours. In contemporary human society, group relationship seems to be an indispensable attribute particularly in the area of transmitting social heritage and its ability to leave substantial imprints upon an individual as well as shaping his personality. Today, counselling is expected to be competent in both individual counselling as well as group work. It is against this background that this chapter addresses the introductory elements in group counselling.

2.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- define group
- describe group process
- define T-group
- describe closed or continuous group
- describe growth groups.

2.3   Types of Groups

2.3.1 Group

The word group has been defined in many ways. However, there are three types of relations frequently denoted by the term "group". The first and the least important dentition of groups to the counsellor is the aggregation or collection of objects (or persons) in close proximity but without any interplay among them. A second definition also refer to aggregate only that they are homogenous in some respect that would enable them to constitute classes. For example, those who earn say about N80,000 per annum may be said to constitute an economic class. In this case also, there is no interaction among members.

A third definition of group is that in which members have psychological relationship with one another. It is in this sense that the word is to be used throughout this chapter. A collection of individuals therefore becomes a group when:

(1)   There is a dynamic interaction between and among members
(2)   Members share common goals,
(3)   Members belong on their own consent or volition.
(4)   Members possess capacity for self-direction. In counselling, a group consists of two or more persons who on their own volition have contact, proximity, and interaction that is intended to produce change in each member.

2.3.2 Group Dynamics

This is another word in group work whose meaning is unprecise. It is a term which refers to the interacting forces within groups as they organise and operate to achieve their learning outcomes. Often it includes group process and group roles. It refers to a sort of political ideology concerning the ways a group should be organised and managed. A number of techniques have been developed that facilitate group control and group problem solving. One of such techniques is the utilisation of an observer whose role is to keep a running account of the group meeting, in an effort to discover why things go well or otherwise. Other techniques include role-playing, buzz sessions feed-back of group process and group decision. The term is also used to refer to a field of inquiry dedicated to achieving knowledge about the nature of groups, the laws of their development, and their interrelation with individuals, other groups, and larger institutions.

2.3.3 Group Process

The term "process" is described by such words as "movement", "change", "action", "development", "behaviour" depending upon the point of view of an individual. Process is continuous, dynamic and directional. These descriptive terms may be brought together in a sentence to define a process as: A continuous, dynamic, directional life movement of an individual within his phenomenal field. This movement includes everything that takes place inside the individual, as well as his relationship with the external environment. It is what he thinks and the conscious data that registers in his viscera. It is what outsiders hear him saying or observe him doing together with all that they construe within such action. It is everything that he does, thinks, or feels. It is everything that others see him do, believe he feels, or infer he thinks.

Group process is when two or more people work together on anything for any purpose, by any method of study, inquiry, or human relations. This might sound too general. In counselling, group process is the way people work together to release an emergent quality called psychological climate, group morale, "esprit de corps", or cooperative unity, through which each discovers and develops his inner capacities, realises better the nature of its self, releases more of his past experience, and learns how to crate emergent quality in all life situations (Mahler 1971, Kirby 1977).

In group process, individuals release into the environment potential creative ability previously unknown to them. A higher level of thinking emerges than was possessed by any individual prior to the qualitative interaction, thereby giving each the opportunity to become a better self.

2.3.4 Therapy Groups

Therapy groups are excellent examples of groups in which the focus of attention is the psyche group process. In the immediate face to face relationships in the therapy group, the psyche group process becomes the central concern because here support and stimulation do not further a visualised task, but rather serve to create the freedom of expression which, in turn, fosters spontaneity of interaction and reminiscence. These become the date of analysis and interpretation with which the therapist works. It is interesting to note that the content of discussion is most likely to be concerned with past or contemporary psyche group associations, family relation, sibling rivalry, authority struggles in the therapy group for which their daily life has not been able to deal with, without occasioning incapacitating anxiety. The therapist is the person in whom these processes do not occasion the same degree of anxiety and who in his understanding of his own anxieties can help the counselee understand his.

These therapy groups never have goals in the socio-group sense. Group therapy is usually defined as the application of therapeutic principles to two or more individuals simultaneously to clarify their psychological conflicts so that they may live normally. It is usually reserved for the more seriously disturbed individuals.

According to Coney and Coney, (1977) many people participate in group therapy to try to alleviate specific symptoms or problems such as depression, sexual problem, anxiety and psychosomatic disorders. Group therapy is also given to young married couples, delinquents, executives, and troubled families. Some of the techniques used include: play-back to help members see what, how and why certain behaviours occurred in the interaction, saturation services, physical movement, etc.

Classification of Groups

Groups have been classified in numerous ways, size, nature of interaction, goals or purposes, and organisations have been used as variables in categorising them. A common basis of differentiation has been the main function served by the group: educational, religious, recreational, political, etc. the degree of permanence is another basis for categorising groups. Groups range from the very temporary to the highly stable. Some of the classifications that are of consequence to the counsellor include:

1.   **Primary Versus Secondary Groups**
       Primary Groups are those in which members meet face to face for companionship, mutual aid, and the resolution of issues that confront them. Groups are: the family, the play group, the partnership and the study group. Groups such as these are called primary because they are first in time and importance.

       The characteristics of primary groups are (a) small size (b) similarity of member's background (c) limited self-interest and (d) intensity of shared interest.

       Secondary groups are those in which the members are not as intimate as that of the primary group. Here also, contact is more or less casual.
       Examples include: committees and lecture groups.

2.   **Ingroup Versus Outgroup**
       To the individual, the group to which he/she identifies by virtue of his/her awareness or consciousness of kind is his/her ingroup. Examples are one's family, club, set, occupation and religion, Shertzer and Stone (1981) suggest that an individual's expression of subjective attitudes frequently reveal his/her in-group membership.

Out-group is defined by the individual with relation to the ingroup usually by the expression of contrast between "we" and "they" or "others". Out-group attitudes are characterised by expressions of difference and sometimes by varied degrees of antagonism, prejudice, hatred or apathy.

3. **Socio Versus Psyche Groups**
   The establishment of goals is the essential characteristics of the socio-group. Members in this group are often voluntary, but there may be those for whom membership is not by personal inclination but drive's from serving as representative of some organisations. The purpose of socio group is to reach some defined goals expressed by the group. Membership in this group is more heterogeneous in respect to age, status and vocation. Examples are action groups, government groups and industrial groups.

   In the psyche group there is no visualised goal. The structure is informal, there are few rules and regulations. Membership here is voluntary. The group's purpose is to satisfy the emotional needs of its members and this hardly made explicit. This group has a high degree of homogeneity. Examples of this group are informal play groups, gangs and therapy group cliques.

   It has to be pointed out that the socio and psyche groups do not present a true dichotomy, but rather separate ends of a continuum of group process. They rarely exist in pure forms, for most groups, are a mixture of these two forms. To be on the safe side therefore, we think of the socio-group process and the psyche group process. However, we bear in mind that the psyche group is typified by the boy's gang or the pre-adolescent girls' clique. It is at these groups that important issues of child development with respect to peer-group status, social skills and personal security are worked out. And the socio group on the other hand may be illustrated by the committee which seeks to deal with the problems of juvenile delinquency in a community.

   But in many situations, in the family, recreational groups, or under informal conditions, we see the psyche process at work. In the same way socio group elements are not limited to adult activities. Teenagers may also exhibit skills in community work or Learning Outcomes.

4. **The T-Group**
   Tin this group, which is often unstructured, members learn from their behaviours. The stress is on interpersonal relations and behaviour patterns. Group members learn to recognise the effect

they have on others and how others see them. They probe the strength and weaknesses of each other's personalities in an unstructured atmosphere.

Frequently-groups are task oriented, resolving organisation problems. Their objective is to learn by use of group process rather than facilitating personal growth. According to Colembiewski and Blumbeig, (1977) the T-group as a learning laboratory, focuses on learning how to learn, and places emphasis on immediate ideas, feelings and reactions. It is usually composed often to twelve members.

5. **Personal Growth Groups**
    This is the group in which personal growth is facilitated. Many other names such as encounter group, sensitivity group, human awareness group, human potential group have been used to identify this group. Membership here is usually between eight to twelve. The focus is on members' interaction within the group with attention to its implication for behaviour outside the group. The goals of such groups include facilitating personal growth, increased sensitivity to the feelings of the individual and others. Personal growth groups are usually led by facilitators who are sometimes trained psychotherapist and others are led by individuals who lack professional counselling or clinical preparations.

6. **Family Group Consultation**
    Under this group, three or four families made up of about twenty individuals meet together weekly with three or four counsellors. The typical procedure employed is that, during the first hour, all family members are together with all counsellor in one large group. During the second hour adult family members and children meet with one or more counsellors assigned to each of the two groups.

    Some of the principles on which the family group consultation is based according to Fullmer (1978) include:
    (1)   That the individual's personality is formed within the family's social system.
    (2)   Behaviour or knowledge (as well as gaps or void in behaviour) are perpetuated on a generation basis because of the family social system.
    (3)   Each family develop unique characteristics, including beliefs, personal meanings and restricted codes, and
    (4)   The character of a child is formed in the family group by the reinforcement schedules created and maintained by parents, siblings and significant others. He stated that counsellors assess the involvement of each individual in the

family group, learn the patterns of interpersonal loyalties, alliances, and contrasts used in the family, joint up inconsistencies and discrepancies, so that clarification by each family member is possible and teach person how to assess their input, the input of others and to analyse accurately the relative meaning for each person involved.

7. **Conjoint Family Therapy**
   This was formulated and practiced by Satir, (1967). The theory and techniques are based on the assumption that successful intervention with individuals is contingent on understanding their role and position within the family. The individual who seeks help is referred to as "identified patient" because according to Satir, he or she is the one most affected by the troubled family unit individual behaviour occurs within a family context consisting of interacting roles, rules and values. In this approach the focus is on developing family members' ability to send and receive clear, functional communications.

8. **Marathon Groups**
   This is the group that meet in continuous session longer than the usual one or two hours. During such saturation sessions often lasting fifteen to twenty hours or more, members explore thoroughly their view about themselves and others, their relationship with others, their aspirations and goals, and other ways of reacting to threat, disagreement and prejudiced. By confronting and challenging social pretentions, yet accepting each other, members strive to open, authentic, self-responsible behaviour.

9. **Closed or Continuous Group**
   The group may operate as closed or continuous groups. The closed group is made up of only those who were present when the group started. No one else joins. This is the most common. The continuous group allows others to join at almost any stage. This open policy often creates problems of communication, acceptance etc among group members.

10. **Task group**
    These are groups which can also be referred to as task force, planning committee, etc. the membership could be voluntary or selected according to the expertise needed for the task to be performed. They are usually given a time limit to complete their assignment. The size of the group varies from between 5 to 16. Attention of the members is concentrated on their common task rather than on their individual personal problems.

11.   **Training Groups**
They are also called T-group and they are basically formed to improve the quality of the individual relationship and skill of interaction to achieve the right behavioural adjustment. The members are self-directed to learn in the group skill and their attention is usually focused on self-disclosure and feedback. Membership may be between 8 to 12.

12.   **Psyche Groups**
These groups are usually set up to satisfy the emotional needs of their members. They tend to have informal structure with just few rules and regulations. Membership is usually voluntary and homogenous (members of the same group) and their purpose is rarely made explicit (Oladele, 1991).

13.   **Case centred groups**
These are groups which have similar case list and they are formed to find solution to their common problems. The counsellor is usually the group leader and the membership ranges from 5 to 12.

14.   **Psychodrama groups**
These groups make use of play modelling and imitation in shaping their behavioural pattern. Membership could be voluntary and some selected. The number of members depend on the problem at hand.

Determining the Size of the Group
From the review of literature, it is obvious that the number of members expected to be in a group is not fixed. The number ranges from 4 to 10. Yalom (1975) puts the number to be between 5 and 10. Hansen, Warner and Smith (1980) state that the ideal number for children should be between 4 and 6, Corey (1985) states that the ideal number should be between 3 and 4 for children and 3 and 8 for adult groups. This writer feels that these numbers are too small in our school system for obvious reasons.

The Federal Government has stated that the ratio of counsellors to students should be 2:500 (Onanuga, 1990). As of now, most state schools do not have guidance counsellors and in some schools where the population of the students is about two thousand, there is only one guidance counsellor. It is therefore, obvious that while we are working towards this goal of ratio of 2 counsellors 500 students, the number in a group counselling must be more than 10 (if guidance services are to be provided for all students). The number for group counselling can range from 15 to 20 in the secondary schools while it can range from 8to 12 in the primary schools. The number for guidance group can range from 20

to 50 in secondary schools and from 12 to 30 in primary schools. Lots of research works are needed to confirm the appropriateness of these numbers. Another reason why the number should be large may be the high rate of attrition in such groups. If this occurs in a group, the group might not exist to achieve its goals.

The research works reviewed on group counselling with the mentally retarded revealed that the number in a group counselling range between 5 and 10. This writer feels that 7 to 9 members in a group should be ideal as this will prevent the development of sub-groups and afford the group enough member to share experiences and make meaningful suggestions.

Self-Assessment Exercise

Describe T-Group, Personal Growth Groups and Family Group Consultation

2.4   Summary

Can grouping clients for the purpose of counselling or not be effective only when certain classes of clients are put into consideration. It demands that a therapeutic climate be established in the homes as well as the schools. Ohlsen and Gazda (1965) concluded that for group counselling to yield the best result both pupil counsellor and members of the group must understand what will be expected in the group and accept the conditions.
The grouping technique is use to provide members an opportunity to talk about their problems. It enables group members to gain a better perspective of themselves and others. Principles governing other human behaviour should be observed. The counsellor should explain how it works before it is use. Group should be terminated when the majority decide to stop or when the situation and concerns that the group wishes to examine are exhausted.

2.5   References/Further Reading/Web Resources

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1.6   Possible Answers to Self-Assessment Exercise

Describe T-Group, Personal Growth Groups and Family Group
Consultation

Answer

1.   The T-Group
Tin this group, which is often unstructured, members learn from their
behaviours. The stress is on interpersonal relations and behaviour
patterns. Group members learn to recognise the effect they have on
others and how others see them. They probe the strength and
weaknesses of each other's personalities in an unstructured
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That the individual's personality is formed within the family's social system Behaviour or knowledge (as well as gaps or void in behaviour) are perpetuated on a generation basis because of the family social system Each family develop unique characteristics, including beliefs, personal meanings and restricted codes, and The character of a child is formed in the family group by the reinforcement schedules created and maintained by parents, siblings and significant others. He stated that counsellors assess the involvement of each individual in the family group, learn the patterns of interpersonal loyalties, alliances, and contrasts used in the family, joint up inconsistencies and discrepancies, so that clarification by each family member is possible and teach person how to assess their input, the input of others and to analyse accurately the relative meaning for each person involved.

The following are six types of group therapy that are popular in drug treatment programs and beyond.

1. Psychotherapy Groups.
2. Cognitive Therapy Groups.
3. Dynamic Group Therapy.
4. Relapse Prevention Groups.
5. Mutual Self-Help Groups.
6. Network Therapy.
https://www.firststepsrecovery.com/6-types-group-therapy/

UNIT 3   GROUP LEADERSHIP & CROSS-CULTURAL COUNSELLING

Unit Structure

3.1   Introduction
3.2   Intended Learning Outcomes
3.3   Group Leadership & Cross-Cultural Counselling
        3.3.1 Some Qualities of a Group Leader
        3.3.2 Leadership Styles
3.4   Summary
3.5   References/Further Reading/Web Resources
3.6   Possible Answers to SAEs

3.1   Introduction

A leadership style is a leader's method of providing direction, implementing plans, and motivating people. Various authors have proposed identifying many different leadership styles as exhibited by leaders in the political, business or other fields (*Chira,2016*).

Leaders bring to every group their personal qualities, values and life experiences. In order to promote growth in the members live, leaders need to live growth themselves. In order to foster honest self-investigation in others, leaders need to have the courage to engage in self-appraisal themselves. You may wonder whether you have what it takes to be an effective leader, my advice is to be patient with yourself and not to demand that you immediately become the "perfect group leader". Before you lead your first group, you will no doubt be anxious about getting the group stated and about keeping it moving. In other words, you will probably be asking yourself questions like these with a certain degree of trepidation.

Question like do I know enough to lead a group yet? Will I be able to get the group started? Will the group members want to come back? In supervising and training beginning leaders, I encourage them to recognise that these doubts and concerns are perfectly normal and that moderate anxiety can be beneficial, because it can lead to honest self-appraisal.

3.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss three qualities of a group leader
- explain the group leader's functions
- describe leadership styles
- discuss cross-cultural counselling.

3.3   Group Leadership & Cross-Cultural Counselling
3.3.1 Some Qualities of a Group Leader

These are attribute and abilities in performing his function:
a.   **Knowledge of group process**. The leader should know about the intrigues involved in interaction, the influence of communication, strutting power relationship, objective about the size, discussion attitudes:
-        discussion pattern and how to use them. - possible group learning outcomes.
-        his own roles and functions with the group.

b.   **Knowledge of the problem.** The leader should have a thorough understanding of the problem being discussed by the group. He should know more than the participants. Without adequate knowledge of the problem and insight into its implication, the leader cannot guide discussion on it because he would not be able to recognise when a point has been fully covered, when the group has contributed the sufficient information on which to base a decision or when it is appropriate to move from one stage to another.

c.   **Ability to think fast.** The leader must be mentally alert when participants are discussing a point. He should be able to engage in two processes at the same time. That is, to follow closely what sis being said and to think ahead of the group anticipating what question he should ask next to keep the discussion going. He should be able to clarify confusing contributions or tangled involvements. To restate what others have said or to summaries requires quick thinking ability.

d.   **Respect of others.** A good leader should have respect for other people as human beings and for their ideas. Even though not all ideas put forward by members of the group are equally meritorious, yet all should be given due respect. To respect others means more than to like them or to tolerate them but to respect them and their feelings. He should be curious about the reasons behind what others say when he is disagreement with such views.

e. **Sensitivity.** The ability to respond sensitivity to others is one of the major leadership qualities. He has to be sensitive to the way things are going within the group and the feelings of the members. For example, he should recognise when some members are not happy about a particular view or when the members have reached a consensus. He must study the members constantly to read the signs on their faces and posture and promptly react to their expressed and unexpressed feelings and attitudes.

f. **Language and speech skills**. The group leader should be able to use language accurately and effectively. He should also recognise when words used by others need to be clarified and clearly define terms that may otherwise be misleading. The pitch of his voice should that enable him to be heard and understood easily, to express complete ideas clearly, objectively and swiftly.

g. **Ability to listen. A good leader should be a listener.** This goes beyond mere hearing or giving of undivided attention to the speaker. It connotes being actively absorbed in what others say and gaining clear insight into what it means and may be why it was expressed in one way rather than in another. A leader that is a good listener encourages further comments because of the way the received and accepted earlier ones and is able to incorporate such ideas into later questions and summaries.

h. **Ability to be fair to all.** The group leader should be impartial to all the members of the group. For example, if a sharp conflict occurs within the group, the leader should work towards restoring harmony immediately and he must not take sides even by subtle overtones in his voice or a facial grimace, which could suggest where his sympathy lies. This requires conscious efforts because it is easy to betray inner feelings by reflect signs which the person may not even be aware of.

i. **Self-control.** It is important for the group to have self-control since his patience and forbearance are often tried. He should not lose his temper even in the face of provocation.

j. **He should be persistent and firm.** A group leader should not give up easily. He should encourage the group to work hard to achieve their set goals.

At the same time, he should possess a good sense of humour because this can bring about the required calm and ease after going through a storm of conflict.

Group Leader's Functions
Many duties are expected to be performed by the group leader and these include:

1. **Planning.** There may be any meaningful enduring group success without planning. The group leader should make sure that adequate

planning is done before the group takes off. For example, the agenda should be well mapped out, taking into consideration the topic for discussion, the complexity of the problem and the time available.

2. **Selection of participants.** Group members could be chosen because of their interest in the problem to be discussed. At times members are made to indicate their willingness to participate in the group activities. Depending on the type of group, there may be need to choose participants form the same group to prevent intra-group differences from rendering the group ineffective.

3. **Drawing up a pattern outline.** An outline of what and what is to be expected should be drawn to guide the group discussion. Copies of such outline could be distributed to all participants in advance. The outline could be amended where and when necessary, as to prevent dogmatism.

4. **Making the resources materials available.** The leader should make sure that members are well informed and exposed to current information regarding the problem at hand. Even experts who work constantly on the general subject read to prepare for maximum contribution to a particular discussion.

5. **Making physical arrangements.** The leader should see to the arrangement of the venue of the group meetings. He should take into consideration the time of the meetings, making sure that there is adequate light and ventilation. Comfortable straight-backed chair with paddle seat would be preferable to the overstuffed, soft loving chair that could induce dizziness. The sitting arrangement should be such that members can look directly at one another without turning their chairs this may explain the popularity of the round table notion. Members seat can also be arranged in a semi-circular form.

6. **Introduction.** The leader should arrange for the introduction of members and the problem to be discussed. It would be useful for the member to wear name tags or place their name plates before them until names are mastered. When presenting speakers for a symposium or debate, the leader should give each [participant a more detailed introduction. While introducing the problem for discussion, enough background information should be given on the topic to make what is to be discussed clear.

7. **Guiding.** This is the most important duty of the group leader. He should guide the group as it moves from the problem stage to the solution and outcome stage. He has to keep the discussion on the track and maintain steadied progress but he must do this in a direct way by encouraging not forcing, by asking for cooperation not manipulation. He should not threaten nor dictate to the group.

8. **Recognising irrelevancies and rebound.** The leader should quickly recognise when a contribution is leading to an

unproductive direction. A fascinating tangent may be difficult to check as the members may get carried away and may not perceive immediately that this tangential material is leading them away from the solution to the bounce back to the right track without injuring sensitivity of the member that made the wrong contribution. He can achieve the desired result without necessarily arousing resentment or feeling of failure and rejection in the member who has wandered out of bounds.

9. **Clarifying and restating.** The leader should make what is being discussed clear to the members so that there would not be any confusion about where they are and where they are going. An unclear statement should be cleared or restated by the speaker.

10. **Asking the right questions.** Part of the function of the leader is to ask the right question at the right time. To get a clear answer, the question should be clear and straight forward. He should avoid asking questions that are too broad.

11. **Regulating the group procedures.** The leader should exercise, at least, minimum level of control over the group to preserve orderliness and prevent chaos. He has to regulate the flow and distribution of communication and the inter-relationship of the participants. Ideally, every member should contribute to the group's decision-making process and it is the leader who should strike for balance communicative interaction. He has to be tactful, moderate the over anxious/lower zealous contributors and draw out the reluctant ones. Everyone should feel to participate; when some members become dogmatic and express extreme opinion the leader may find it desirable to make a general statement about the shared goals and objectivity but he should do this cautiously.

12. **Summarising.** The leader should offer transitional summarises and then at the end of each session, he should summarise what has been discussed and the points that have been agreed upon. Such summarisation should be fair and must represent the members' decision without bias. It should be clearly stated to avoid misinterpretation later.
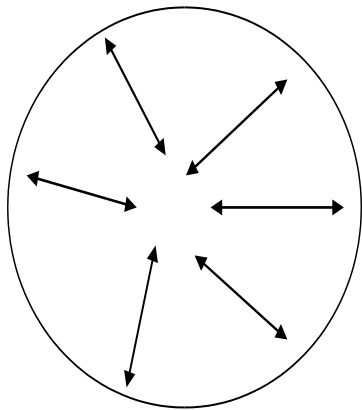
3.3.2 Leadership Styles

The leader is the most crucial factor for group effectiveness. Kurt (1944) as reported by Yalom (1975) identified three types of leadership styles- Authoritarian, Democratic and Laissez Faire.

(i)   Authoritarian
        The counsellor who adopts this style of leadership believes that the members know next to nothing. They do not possess the capacities to direct their thinking and actions and hence they have problems. He therefore, believes that if he directs them, gives them expert advice they will be able to develop appropriate ways of dealing

with their problems and consequently change their behaviour. The teacher/counsellors may also adopt this style since he's more likely to equate group counselling session to a teaching situation than to a counselling session.

The communication pattern of this leadership style is illustrated below. There is no interaction among members rather it is between the leader and each member. Although serious work is done by members, no in-depth explorations of members' problems are undertaken.

(ii)   *Democratic*
Fig. 1 : AUTHORITARIAN STYLE

Unlike the authoritarian leadership style which is a psycho analytic model, the democratic leadership style is a humanistic or phenomenological model. The principle underlying this leadership style is that the group members have the abilities to think out solutions to their problems. He provides the facilitative atmosphere by involving all of them in exploration. They are given the opportunity to ask question for clarification, support one another, give feedback to one another. The communication pattern is illustrated below Fig. 2. This type of communication pattern [provides opportunity for members to develop strong interpersonal band with other members of the group. This leadership style recognizes the dignity of the individual. Once any individual is made aware that he is capable of performing any task well, he works hard to ensure that he actually achieve things for himself.
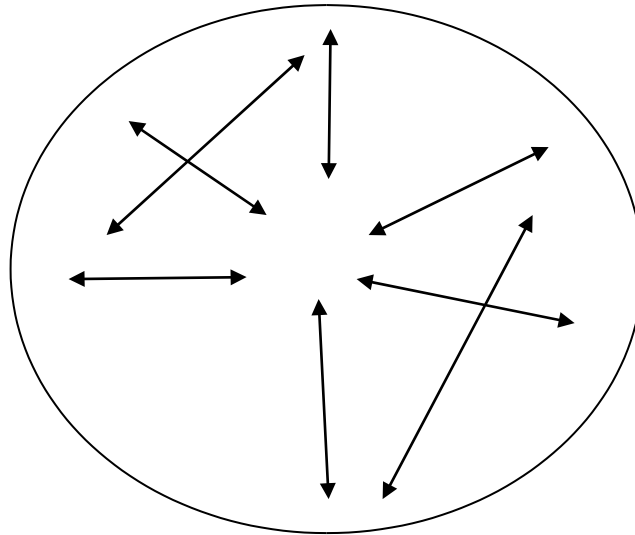
Laissez-Faire
Fig. 2: DEMOCRATIC STYLE
The leader of this group sees himself as one of the group members and so does not feel he has any obligation in directing the group. The members do not deal with any real problem since they are not guided. The communication pattern is illustrated below.
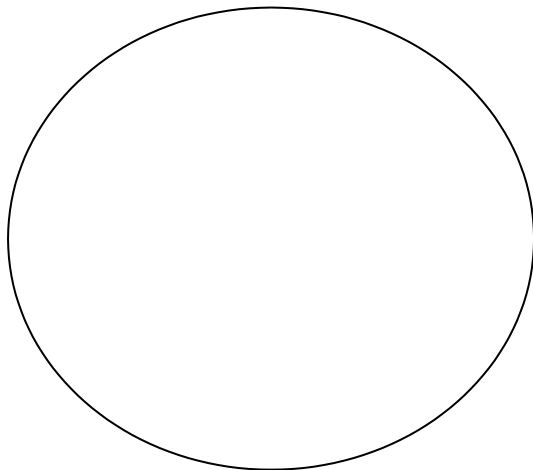

Fig. 3.: LAISSEZ-FAIRE STYLE
The members of this group may not see the need to work hard to achieve anything since they do not have any stated Learning Outcomes they are working towards.

Cross Cultural Counselling
Nigeria is a developing nation faced with many challenges which have led to many cultural and social changes. There is a conspicuous value change among Nigerian citizens of all tribes. This has led further to high aspiration, ambition and subsequently competition among individuals and communities in all aspects of life.

In practice, the Nigerian Guidance Counsellors are beset with cultural, economic, educational, administrative and social problems, some of

which are peculiar to developing nations. Inter-cultural counselling is considered to be an outstanding issue because a diversity of tribes that make up the nation is a major problem facing the current practice of guidance and counselling in Nigeria. Intercultural counselling involves a counsellor who is from a different cultural set-up being posted to work in a different cultural environment e.g., an Igbo counsellor posted to work at Sokoto or Maiduguri which is dominated mainly by the Fulani and Kanuri. Both tribes, though in Nigeria have different cultural backgrounds. This means that their values, needs, abilities, interests etc. differ to some degree.

For effective counselling relationship, the knowledge of people's cultures, that is, their values, principles of life and how they view problem solving, together with the knowledge of their language are all necessary. To practise intercultural counselling in Nigeria will be faced with many problems such as communication barrier between a counsellor and a client. This means that counselling will require an interpreter leading to loss of confidentiality and privacy. Again, differences lead to lack of understanding and appreciation of the other tribe's cultural values a possible hinderance to inter-cultural counselling.

Since some tribes are backward academically. It will equally affect counsellor's production in such tribes, and this leaves the chances of counsellors from other tribes being posted to or employed in such tribes for effective implementation of the new policy on education.

The demand for social unity will be enhanced through cross-cultural counselling and the academically backward tribe will have the opportunity to explore, discover and learn; also, their hopes, dreams and aspirations will be recognised and encouraged.

Cultural Counselling
There are so many tribes in Nigeria, the country is a combination of tribes. This calls for caution for counsellors if a counsellor must do his/her work successfully. For example, it is a taboo in some culture to disclose what one is passing through to outsiders especially if one is a married woman, the woman must keep it to herself. In a situation like this, the counsellor finds it difficult to penetrate, because the client needs to speak out his/her mind, so that the counsellor can assist.

Some other groups of people have been jilted by a close friend or relative and find it difficult to divulge the secret with anybody. Such people will not cooperate with the counsellor easily because they find it difficult to trust the counsellor.

Young people also find it difficult to conform with their relatives and parents when it comes to issues of marriage; the cultural practice of bringing some items for the engagement may be frowned at. For example, list of engagement asking the husband to bring cow, goat, expensive materials, assorted drinks etc can cause a problem especially to a man that has changed his religion. New religion of the would be couple different from the parent's religion can also cause problem during marriage. Traditions allow elders of the family to be in charge in ceremonies like marriage, funeral, house warming etc, and the ceremonial procedures can cause problem between them and the youth.

All these challenges of self-disclosure, keeping secret, leaking personal information, seeking approval from significant elders in the family concerning matters relating to marriage, religion, choice of profession should be discussed with parents, family members and as well as counsellors in the required field. These situations are of great concern to the young ones. This situation therefore calls for every counsellor to equip himself/herself very well with the custom, culture, tradition of the people so as to be able to function successfully while giving cultural counselling. The counsellor should be versatile in the use and administration of test; know the norms and interpretation of the tests. The language and method of communication also differs from one culture to the other. What can be regarded as an insult to a Yoruba man like not kneeling down while greeting in the morning, may not really matter to an Ibo man whose children can greet them while standing up. Language and communication vary with each culture in the Nigerian society.

There are many hazards and barriers to effective cross-cultural counselling, but those variables that have been discovered as barriers if well isolated can be overcome. Achebe (1988) suggests that counsellor education programmes in Nigeria should make a conscious effort to include courses on world views of the various groups in Nigeria. She argued that this will prepare a counsellor to work more effectively with a variety of ethnic groups. This will make all Nigerians irrespective of tribe to benefit from the programme and help them cope with pressing socio-personal, vocational and educational concerns.

Self-Assessment Exercise

1. Explain the functions of a group leader.
2. Identify and explain two leadership styles.

3.4   Summary

The most effective group direction is found in the kind of life the group members see the leader demonstrating and not in the words they hear the

leader saying. I am not implying that group leaders must be self-actualised beings who have successfully worked through all if their problems. The issue is not whether leaders have personal problems but whether they are willing to make serious attempts to live the way they encourage members to live. More important than being a finished product is the willingness to continually look at oneself to see whether one's life reflects life-giving values. The key to success as a group leader is the commitment to the never-ending struggle to become more effective as a human being.

The following personal characteristics are vitally related to effective group leadership since their presence or absence can facilitate or inhibit the group process. Keep these descriptions in and as you evaluate your own characteristic terms of effective group leadership.

(i)   Having personal power which involves self-confidence and awareness of one's influence on others.
(ii)   Effective group leaders are aware that they need to exhibit courage in their interactions with group members and that they cannot hide behind their special role as counsellor.
(iii)   One of leader's central tasks is to promote self-investigation in their clients. Leaders must have a sincere interest in the well-being and growth of others.
(iv)   If group leaders are to help others discover who they are, they need to have a clear sense of their own identity.
(v)   The leader's deep belief in the value of group process is essential to the success of the group and
(vi)   The capacity to be spontaneously creative and to approach a group with fresh ideas says a lot about the potential effectiveness of a leader.

3.5   References/Further Reading/Web Resources

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3.6   Possible Answers to Self-Assessment Exercises

1.   Explain the functions of a group leader.

Answer
1.   Planning. There may be any meaningful enduring group success without planning. The group leader should make sure that adequate planning is done before the group takes off. For example, the agenda should be well mapped out, taking into consideration the topic for discussion, the complexity of the problem and the time available.
2.   Selection of participants. Group members could be chosen because of their interest in the problem to be discussed. At times members are made to indicate their willingness to participate in the group activities.
Depending on the type of group, there may be need to choose participants form the same group to prevent intra-group differences from rendering the group ineffective.
3.   Drawing up a pattern outline. An outline of what and what is to be expected should be drawn to guide the group discussion. Copies of such outline could be distributed to all participants in advance. The outline could be amended where and when necessary, as to prevent dogmatism.
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discussed and the points that have been agreed upon. Such summarisation should be fair and must represent the members' decision without bias. It should be clearly stated to avoid misinterpretation later.

2.   Identify and explain two leadership styles

a)   The authoritarian leadership style: The counsellor who adopts this style of leadership believes that the members know next to nothing. They do not possess the capacities to direct their thinking and actions and hence they have problems. He therefore, believes that if he directs them, gives them expert advice they will be able to develop appropriate ways of dealing with their problems and consequently change their behaviour. The teacher/counsellors may also adopt this style since he's more likely to equate group counselling session to a teaching situation than to a counselling session.

The communication pattern of this leadership style is illustrated below. There is no interaction among members rather it is between the leader and each member. Although serious work is done by members, no in-depth explorations of members' problems are undertaken.

b)   The democratic leadership style: Unlike the authoritarian leadership style which is a psycho analytic model, the democratic leadership style is a humanistic or phenomenological model. The principle underlying this leadership style is that the group members have the abilities to think out solutions to their problems. He provides the facilitative atmosphere by involving all of them in exploration. They are given the opportunity to ask question for clarification, support one another, give feedback to one another. The communication pattern is illustrated below Fig. 2. This type of communication pattern [provides opportunity for members to develop strong interpersonal band with other members of the group. This leadership style recognises the dignity of the individual. Once any individual is made aware that he is capable of performing any task well, he works hard to ensure that he actually achieve things for himself.

UNIT 4   ETHICAL ISSUES IN COUNSELLING

Unit Structure

4.1   Introduction

School counsellors must always be aware of ethical standards in their work. Any type of counselling profession involves ethics, but the fact that school counsellors are working with minors and during crucial stages in their emotional and mental development makes being aware of ethical standards and issues even more important. Ethical issues in school counselling can be complex. The Counselling Association of Nigeria (CASSON) provides a detailed explanation of ethical standards on its web site. This overview of ethical issues in school counselling explores some common situations school counsellors might face. https://onlineprograms.ollusa.edu/ma-in-counseling/resources/ethical-issues-in-school-counseling

Every well-established profession must have code of ethics to guide the conduct of its members. What is meant by ethics? According to Schmidt (1965) ethics simply refer to standards of right and wrong; "that part of science and philosophy dealing with moral conduct, duty and judgment"
In dealing with ethical standards in Guidance and Counselling in Nigeria, we shall concern ourselves with those code of ethic meant to guide the moral conduct, duty and judgment of the counsellor in practicing his profession. The standard code of ethics for counsellors in Nigeria was drawn from the ethics of the American Personnel and Guidance Association as was found in Shertzer and Stone (1976) and writings of Wrenn 1951 those formulated by Denga (1986) to enlighten us on the ethics required for our practice. The code of ethics in Guidance are in six categories.

4.2   Intended Learning Outcomes

By the end of this unit, you will be able to:

- define Ethics
- mention the six categories of Guidance Ethics
- discuss the General Ethical Responsibility of a Counsellor
- explain the ethics on consulting and private practice.

4.3   Ethical Issues in Counselling
4.3.1 Ethical Responsibilities in General

- The Counsellor owes ethical responsibilities to his client, the institution in which he works and ultimately to the society. When a counsellor accepts to work in an institution it is implied that in principle he is in agreement with the general policies, where a counsellor discovers that his professional beliefs, principles and ethics are at loggerheads with the policies and goals of the institution, he would need to consider leaving the institution.
- Counsellors are expected to behave ethically in their professional duties (activities) towards themselves, their clients and the public. A counsellor who behaves unethically is expected to correct the misdemeanour immediately so as to retain his status as a counsellor. He can use any acceptable, legitimate means to correct the error.
- A counsellor is expected to use legitimate accepted ways to improve himself professionally. He must not seek self-improvement at the expense of his colleagues through damaging their personality or worth.
- Counsellor must be law-abiding to their country and their professions. They should participate fully in the activities of their profession and fulfil their obligations like paying their dues up to date.
- Counsellors must not claim to possess qualifications which are beyond what they have. Any such false claims must be corrected by the claimant.

4.3.2 Counsellor's Ethical Responsibilities to Clients

The ethical responsibilities under this section have to do with the counsellor client responsibilities either in individual, or group counselling situation. They are based on the assumption that the counsellor recognises and respects the worth and dignity of his clients and therefore in every aspect of his dealings with them, seeks their welfare and not manipulate or exploit them for his own interest.

(1)   The counsellor is expected to respect the integrity and promote the welfare of his clients at all times.

(2)   The counsellor is therefore expected to accept every client for counselling. He should not accept clients for counselling on the bases of race, colour, religion or ethnic origin.

(3)   Counselling employed in the school system or in institutions employed to render their counselling services for clients have no right to claim remunerations from their clients.

(4)   Any information given by the client in a counselling session is to be kept in confidence. It does not matter the means by which the information was obtained.

The only time when confidential information can be disclosed is when it is abundantly clear that the client's life is in danger, the client is seriously violating a societal law, or the life of some person or society is in danger. The counsellor should note that such situations occur in rare occasions. When they happen, however, he should use his discretion to save the situation.

(5)   Information or counselling relationship which include test data, interview notes, tape recordings etc, are to be considered purely for counselling use. They are not to be included in the official records of the institution employing the counsellor. Such information can be revealed to others only when the client gives his consent.

(6)   Any information from counselling which is to be used for research or training purpose must as much as possible sufficiently disguise the identity of the client so as to give him adequate protection.

(7)   Whenever a counsellor is confronted with a case beyond his expertise, he must immediately refer the case to an expert who can handle it adequately. The counsellor should admit his limitations and do the referral.

(8)   In situation where the counsellor realises that he will not be effective in handling the case of a client because of the nature of his relationship to the client, he is obliged to refer the client to another professional. Relationships which apply in these situations tend to be when the client is one's spouse one's child, sibling or one's close friend etc.

4.3.3 Counsellor's Ethical Responsibilities to the Public

(1)   The counsellor should not cheat the public by charging high consultancy fees. When voluntary services are rendered to the public the counsellor should not charge any fees.

(2)   The counsellor should not propagate false information to the public. Any information given while speaking to the public on the radio, television or elsewhere or while writing to the public in the news media should be valid accounts. The counsellor has the responsibility of checking on the validity of his facts before using them in his speech or writing to the public.

(3)   A counsellor should not accept from his employer, assignments or tasks that are beyond his level, competence or qualification. He should not offer services outside his area of training and experience.

(4)   Counsellors have the responsibility to protect the public against the activities of quacks by enlightening the public on the negative consequences of their activities and exposing the false claims of those known to have doubtful credibility.

4.3.4 Ethics on Testing and Appraising

The aim of appraising is to collect personal data of clients for appropriate use in counselling. The ethics considered under appraising and testing of clients therefore examine the validity of the tests used in collecting the data, the confidentiality in keeping test and appraisal information, the appropriate use of the data collected to benefit the client.

(1)   The counsellor must ensure that tests and approval materials he uses to gather client data are valid, reliable and appropriate. In addition, the administration, scoring and interpretation of such test or non-test instruments should be highly objective to ensure validity and reliability of the scores obtained.

(2)   Before administering a test to a client, the client must be briefed on the purpose of his taking the test to assure him that it is for his good or that it would not in any way harm his person when the testing is meant for research purpose.

(3)   Test data should always be interpreted by a person competent in the area of testing. The result should always be kept in confidence. Whenever a counsellor trained in testing is employed by an institution to render services in tests he should see to the administration, scoring and interpretation of the results. In cases where the institution has qualified staff, they can score and interpret the test.

(4)   Test results are not absolute and should be interpreted in absolute terms. They should be interpreted in probabilistic terms to account for error and other factors which contribute to the results.

(5)   Counsellors have the obligation not to reproduce, modify or appropriate published tests or some portions of them without seeking appropriate permission from the authors or publishers.

(6)   Test data are not to be released to anybody without the consent of the client (teste). Parents in some case may seek to know the test results of their children.

(7)   In interpretation tests results the counsellor should present them in such a way as to make meaning to the client (teste). Technical terms which the client does not understand should be avoided or explained. Emphasis should be in high-lighting the strong points of the client than weak points. The interpretation should be done in such an indirect way where it is evident that direct interpretation of the results could have damaging psychological effect on the client.

(8)   As much as possible the counsellor is expected to avoid the use of terms like I.Q. (Your I.Q. is ....) Abnormal Behavioural (Test shows your behaviour is abnormal .....) which can have serious negative psychological effects on the client.

4.3.5 Ethics on Research and Publication

(1)   Counsellors must be sensitive to all ethical principles concerning their dealing with human subjects in their research and publication. Every aspect of their research and publication should ensure that adequate measures are taken to respect the integrity and worth of their subjects who are human-beings so as to avoid any psychological damage.

(2)   While the principal researcher is responsible for ensuring ethical research practice, others involved in research activities are responsible for the art they play.

(3)   The findings of the research must be genuine. All factors and conditions which the researcher is convinced must have contributed to the findings must be reported.

(4)   Where giving prior information to the research subjects on the purpose of the study will in no way affect the results, the researcher is obliged to give such information.

(5)   Authors whose works have been used by the researcher should be recognised and properly acknowledged. Persons and bodies who contributed immensely to the success of the research should be acknowledge. Sponsoring bodies who made grants available for the study should also be acknowledged.

(6)   In the matters of publication and research it is unethical for a counsellor to plagiarise the works of a colleague. Plagiarism of all types should be avoided.

4.3.6 Ethics on Consulting and Private Practice

Consulting refers to a service rendered voluntarily by a counsellor to the public. Consultancy as used by Denga (1986) is meant the type of service rendered by a counsellor to his publics for which he charges or demand a fee. A counsellor in private practice is self-employed by any public institution like schools, prisons, social welfare centre, hospitals etc. He works in a private clinic owed by himself or a group of counsellors.

(1)   Counsellors employed to serve in a consultancy capacity must ensure that they possess the skills, expertise required for the job to be executed. Otherwise, they should not take up the offer.

(2)   Counsellors in private practice must possess approved training, qualification, certification and licencing for private practice.

(3)   The role of a consultant counsellor is not to make decisions for his clients (e.g., institutions) but to create facilitative conditions to enable his clients make appropriate decisions.

(4)   Counsellors in private practice should not sacrifice their professional ethics for commercial benefits. Their situation requires more vigilance in ensuring that professional ethics are adhered to firmly.

(5)   A consultant and his client should come to agreement as to what task is to be performed, what goals to be achieved and what functions are to be taken by the consultant.

(6)   It is unethical for a counsellor to use the facilities of his employers for his private practice or to use the privilege of his affiliation to his institutions of employment to recruit clients for private practice.

(7)   Confidentiality should be strictly adhered to in both private practice and consultancy services.

These are some of the major ethics the author believes counsellors should be aware and employ in their professional practice. The code presented in this chapter is by no means exhaustive.

4.4 Summary

Guidance as practised in Nigeria has a major objective of providing altruistic service to the Nigerian Community. This is explicitly stated in the constitution of the Counselling Association of Nigeria (1975), Section 3 of Article 11 Talks of the promotion of sound Guidance and Counselling in the interest of the society and the individual. Thus, it is expected that members practise the occupation with the prior aim of seeking to promote the practise of standard Guidance and Counselling in Nigeria.

Generally, counsellors' ethical responsibilities to his ultimately to the society. Counsellors are expected to behave ethically in their professional

duties towards themselves their client and the public. They must be law-abiding to their country and their professions; these are some of the general ethical responsibilities of Guidance. Other areas of ethical standards in Guidance includes counsellor's ethical responsibilities to clients, counsellor's ethical responsibilities to the public, ethics, on Testing and Appraising ethics on Research and Publication and lastly ethics on consulting and private practice.

Ethics on Testing and Appraising
The aim of appraising is to collect personal data of clients for appropriate use in counselling. The ethics considered under appraising and testing of clients therefore examine the validity of the tests used in collecting the data, the confidentiality in keeping test and appraisal information, the appropriate use of the data collected to benefit the client.

(1) The counsellor must ensure that tests and approval materials he uses to gather client data are valid, reliable and appropriate. In addition, the administration, scoring and interpretation of such test or non-test instruments should be highly objective to ensure validity and reliability of the scores obtained.

(2) Before administering a test to a client, the client must be briefed on the purpose of his taking the test to assure him that it is for his good or that it would not in any way harm his person when the testing is meant for research purpose.

(3) Test data should always be interpreted by a person competent in the area of testing. The result should always be kept in confidence. Whenever a counsellor trained in testing is employed by an institution to render services on testing he should see to the administration, scoring and interpretation of the results. In cases where the institution has qualified staff, they can score and interpret the test.

(4) Test results are not absolute and should be interpreted in absolute terms. They should be interpreted in probabilistic terms to account for error and other factors which contribute to the results.

(5) Counsellors have the obligation not to reproduce, modify or appropriate published tests or some portions of them without seeking appropriate permission from the authors or publishers.

(6) Test data are not to be released to anybody without the consent of the client (teste). Parents in some case may seek to know the test results of their children.

(7) In interpretation tests results the counsellor should present them in such a way as to make meaning to the client (teste). Technical terms which the client does not understand should be avoided or explained. Emphasis should be in high-lighting the strong points of the client than weak points. The interpretation should be done in such an indirect way where it is evident that direct interpretation

of the results could have damaging psychological effect on the client.

(8)   As much as possible the counsellor is expected to avoid the use of terms like I.Q. (Your I.Q. is ....) Abnormal Behavioural (Test shows your behaviour is abnormal .....) which can have serious negative psychological effects on the client.

4.5   References/Further Reading/Web Resources

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