

NATIONAL OPEN UNIVERSITY OF NIGERIA

EGC 801



Principles of Guidance and Counselling **Module 1**

EGC 80I Principles of Guidance and Counselling Module I

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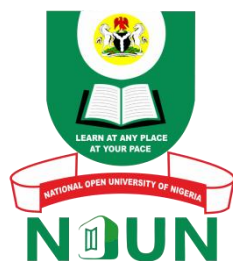
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Module I

Unit I What is Guidance and Counselling?

1.0 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 as specified in the unit objective below.

2.0 Objectives

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

- define guidance.
- define counselling.
- explain guidance and counselling.

3.0 Main Content

3.1 What is Guidance?

The American Personnel and Guidance Association (1967) define Guidance as an organised effort of a school to help the individual child to develop his maximum potential. Benard and Fullmer (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 institution 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.

3.2 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 counsellee 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 counselor initiates, facilitates and maintains the interactive process.

The American Guidance Services Incorporation 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 with 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

What is counselling?

4.0 Conclusion

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.

5.0 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 writers 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 counseling 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.

6.0 Self-Assessment Exercise

What is the meaning of guidance and Counselling.

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Unit 2 Differences between Guidance and Counselling

1.0 Introduction

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

2.0 Objectives

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

- explain 5 differences between Guidance and Counselling.

3.0 Main Content

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 covers 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 intellectual 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 counseling, 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 counseling views the client-counselor 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 counselor 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 counseling can only be given by a trained counselor 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.

Self-Assessment Exercise

Mention and explain three differences between Guidance and Counselling?

4.0 Conclusion

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.

5.0 Summary

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.

6.0 Self-Assessment Exercise

What are the differences between Guidance and Counselling?

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Unit 3 Historical Development of Guidance and Counselling in the Ancient Time

1.0 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.”

2.0 Objectives

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

- describe the contribution of great Greek philosophers to guidance and counselling.
- mention one of the early Greek counselors 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.

3.0 Main Content

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 counseling 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 fulfill 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 books, Plato not only espoused such question as ‘What makes a man virtuous? Is it 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 counseling 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 counseling movement was Luis Vives did not only recognise 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 Rousseau (1712 -1778).

Self-Assessment Exercise

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

4.0 Conclusion

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.

5.0 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 counseling people. Historically, guidance has its root in the early pre-Christian times in Greece.

6.0 Self-Assessment Exercise

Describe the historical development of guidance and counselling in the Ancient Time.

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Unit 4 Guidance and Counselling in American Education

1.0 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 objectives below.

2.0 Objectives

At the end of this unit, you should 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.

3.0 Main Content

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 highlights by Oladele (1986) to 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-centered.

In the early part of the 20th century, there were acute farmland problems, rise of cities, 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 counseling. 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 Cattell 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 I, 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 emphasised 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 wellbeing, personnel needs and education.
- Capitalist individualism with its inherent dehumanization and alienation from self and society increased the demand for counselors 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 I) 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

Discuss Guidance and Counselling in American Education.

4.0 Conclusion

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.

5.0 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 book in the field of guidance and counseling, Parson outlined the three phases in dealing with problems of vocational choice.

6.0 Self-Assessment Exercise

1. Mention who organised the Boston Vocation Bureau and the dual role services.
2. Explain the three-step counselling model formulated by 'the father of guidance movement.'
3. Narrate the guidance and counselling in American education.

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Unit 5 Guidance and Counselling in Nigeria

1.0 Introduction

One cannot discuss the emergence 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 in any activity.

2.0 Objectives

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

- discuss the traditional guidance and counselling in Nigeria
- narrate the modern guidance and counselling in Nigeria.

3.0 Main Content

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. Igborgho, (1991) pointed out that guidance and counseling is the essential process involved in the raising of offsprings within the family or 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 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 confidence 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 pointed by Igborgho 1991, "The level of formality...the counseling 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. Inasmuch 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 counseling, 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 problems in 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 organised method of guidance and counseling services be sought for.

3.2 The Development of Modern Guidance and Counseling in Nigeria

The modern guidance and counselling being practiced now in this country is a new one. This type of counseling 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 counseling.

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 counseling in Nigeria were submitted by NCC to the Joint Consultative Committee on Education (JCCE). The roles of Professors E.A. Yolo, 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 counseling 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 American 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 Counseling 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, channeling pupils into courses of study which will suit their interest and abilities as well as fit into the need for

proper guidance and counseling 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 counselor. This counselor 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 counselors were sent to this school. They assisted in training more Nigerians in vocational and educational counseling.

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 organised workshops for teachers was opened. In 1966, P.O.Rees delivered a paper on “the role of the counselor in a comprehensive school” during a workshop on counseling 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, especially in the course of the development of guidance and counselling and psychological/psychometric tests. This school was the first to award diploma certificates in counseling in Nigeria.

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 standardised 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 that 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 counseling and vocational guidance. These are:

- Study Habit Inventory (SHI)
- Student problem Inventory (SPI)
- Motivation for Occupation Preference Scale (MOPS)

- Vocational Interest Inventory (VII)

The West African Examination Council developed the Nigerian Aptitude Tests. Many tests have been developed by other Nigerians 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 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 Counseling Development (AACD). APGA originated from National Vocational Guidance Association (NVGA) in 1913 but later crystallised into American Association for Counseling 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 Nigeria attracted the Federal Government's respect 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 counseling at the other University of Ibadan in 1976/77. This later spread to other universities such as universities of 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 objectives, it identified certain values that will be inculcated to enhance the attainment of these stated objectives. 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:

"In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, careers officers and counselors will be appointed in post-primary institutions. Since qualified personnel in this category are scarce, Government will continue to make provisions for the training of interested teachers

in Guidance and Counselling. Guidance and Counselling will also feature in teacher education programmes.”

It was this that led the Federal Government to start the funding and 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 or part 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 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

Narrate the modern guidance and counselling in Nigeria.

4.0 Conclusion

Guidance and 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.

5.0 Summary

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.

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 effect 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 helped 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 counselors 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 Counseling Association of Nigeria (CASSON) on 1st Dec, 1976 at Ibadan.

6.0 Self-Assessment Exercise

Discuss the traditional Guidance and Counselling in Nigeria.

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