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EGC 801



Principles of Guidance and Counselling **Module 2**

EGC 80I Principles of Guidance and Counselling Module 2

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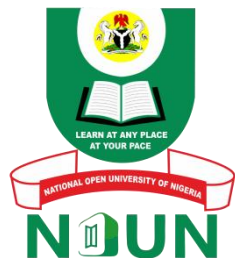
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Module 2

Unit I Educational Guidance and Counselling

1.0 Introduction

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 whether to pass or fail examinations, choice of schools to attend, how to combine subject so as to pursue any area of study, disillusionment with chosen subjects, problem of coping with a course of study, lack of interest and lack of motivation.

2.0 Objectives

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

- define academic counselling
- mention 3 types of educational information
- discuss where to study
- explain 2 types of reading.

3.0 Main Content

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 endeavor 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 counselor 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 counselor provides the necessary information.

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 subjects being taught.
- c. The school time table and schedule of activities, both curricular and co-curricular 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, student's 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.

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 counseling. The school guidance counselor 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.

3.3.1 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 acquisition 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.

3.3.2 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 practicalise 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.

3.3.3 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 conducive 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.

3.3.4 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 is 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 subjects 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 an 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 subjects are 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 counselor should also guide students as to how to study.

3.4 How to Study (Some Effective Study Methods)

- **Practice and Rehearsal:** Some students just manage to read through their textbooks or notes and they think they have studied 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 words 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 rote-learning (just memorising their notes) Akinboye (1981). Students should engage in systematic, well planned, spaced-out study than mass cramming close to examination period.
- **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 materials 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. Later on, he should put the materials he is reading aside and begin to link the ideas, words, concepts and principles together with lines, to show relationship. Words 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 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.

3.5 Different Types of Reading

The school counselor 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.

3.6 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. Italicised 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.

4.0 Conclusion

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.

5.0 Summary

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 counselor 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 make 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.

6.0 Self-Assessment Exercise

Discuss how to study effectively

7.0 References/Further Reading

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Unit 2 Vocational Guidance and Counseling

1.0 Introduction

Psychologists in the field of vocational guidance and counseling 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 channeled 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 employers 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 more comprehensive definitions 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.

2.0 Objectives

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

- define vocational theory
- explain the need for occupational information
- discuss some methods of disseminating occupational Information.

3.0 Main Content

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

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 rechanneling 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.

3.2.1 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 principles 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.

3.2.2 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.

3.2.3 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.

3.2.4 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 over-estimate 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.

3.2.5 Oedipus Complex:

Sometimes an individual may choose a career because he is influenced by an opposite sex he likes. Crites (1962) says:

- That the 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.

3.2.6 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.

3.3 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 and scientists 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.

3.4 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 channeled 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.

3.4.1 Implication for Vocational Counselling

From Roe's theoretical position, a counselor could infer certain procedures to follow. It would be necessary for the counselor 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 forces to channel energies into a specific life pattern, the counselor 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.

3.5 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 that there are three stages as stated 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 these, then he stands a chance of being happy or satisfied in the occupation.

3.5.1 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 counselor and a cumulative record card containing vital information on every student.

3.6 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.

3.7 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.
 - (c) 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.
 - (d) 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.
 - (e) 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.
 - (f) 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. 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.

3.7.1 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.

3.8 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 prevents 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.

3.9 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 Stanford-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.

3.10 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 firsthand 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 counseling 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, and 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.

Information Required for Guidance and Counselling

- Vocational Guidance

Types of information	Methods of obtaining Information
A. (i) Psychological Needs (ii) Value Patterns Inventories.	A. Observation, Interviewing Value
B. Occupational Preference and for Reasons for Preference	B. MOPS (Motivation Occupational Preference Scale)
C. Interests Inventory (VII)	C. Vocational Interest
D. Aptitudes	D. Aptitude Tests
E. Academic Achievement Cumulative Records	E. Class Records,
F. Personality attributes Teacher's Reports or Ratings;	F. Observation, Cumulative Records, Psychological Tests

Self-Assessment Exercise

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

4.0 Conclusion

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 counseling 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 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”.

5.0 Summary

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 fulfillment. 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.”

6.0 Self-Assessment Exercise

Discuss the need for occupational information

7.0 References/Further Reading

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Unit 3 Personal Social Guidance and Counselling

1.0 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 require personal or social guidance and counselling.

2.0 Objectives

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

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

3.0 Main Content

3.1 Personal Social Guidance and Counseling

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 has to be helped to modify, change or adjust his 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.

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

- Personal Social Counselling

Self-Assessment Exercise

Is personal-social counselling limited to school alone? Discuss.

4.0 Conclusion

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.

5.0 Summary

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, advise 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.

6.0 Self-Assessment Exercise

Discuss personal-social counseling?

29 - downloaded for free as an Open Educational Resource at www.nouonline.net

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Unit 4 Basic Principles of Guidance and Counselling

1.0 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 as they relate to the practice of guidance and counselling in Nigeria.

2.0 Objectives

It is hoped that by the end of this unit, you should be able to:

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

3.0 Main Content

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 in-takes because new students need to know what are the available resources in the school and where 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 counselor, but also the parents, teachers and the school administrators to understand 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 utilization 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 clients 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 medical 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 counselor.

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.

4.0 Conclusion

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 fulfillment will be prevalent. The counselor takes steps by giving appropriate services to give prompt professional touch to the students.

5.0 Summary

In an ideal school situation, a counselor 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 services in school include; orientation, appraisal, information, counseling, planning, placement, follow up, referral and consultancy services.

6.0 Self-Assessment Exercise

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

7.0 References/Further Reading

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Unit 5 Guidance Services In Schools

1.0 Introduction

In all counseling 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 counseling. 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.

2.0 Objectives

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

- discuss the guidance services in schools.

3.0 Main Content

3.1 Guidance Services in Schools

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 counselor 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 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 too 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 counselor 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 counseling 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 counsellee 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 be changed 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 be 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.

4.0 Conclusion

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

5.0 Summary

The ten principles are as follow: Guidance services are from 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.

6.0 Self-Assessment Exercise

What are the basic principles of Guidance and Counselling?

7.0 References/Further Reading

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