

ADVANCED DIPLOMA IN GUIDANCE AND COUNSELLING (DGC)

DGC 101: FOUNDATIONS OF GUIDANCE AND COUNSELLING

UNIT ONE: NATURE OF GUIDANCE AND COUNSELLING 1: DEFINITIONS, BASIC DIFFERENCES AND THE NEED FOR GUIDANCE AND COUNSELLING

INTRODUCTION

A look at any book on guidance and counselling will reveal a lot of the nature of the subject. It is on record that, for many years, guidance and counselling has been, at least in Nigeria, a function of the family. Even as late as 1960, the typical Nigerian family provided nearly all the guidance its children received. In fact, when the work of communities and adults were relatively unspecialized and undifferentiated, domestic and vocational guidance was usually the responsibility of parents and community, with occasional advice from friends and elders.

In this unit, you will read about the various definitions or meanings of the words “Guidance”, “Counselling”, and “Guidance and Counselling”. The basic differences between the two contexts are also stressed for your understanding. All these will give you an idea about the nature of the subject you are now enrolled into. However these are not all about the nature of Guidance and Counselling. More of the nature will still be discussed in Unit 2.

OBJECTIVES

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

1. define the word “Guidance” and “Counselling”.
2. explain the meaning of Guidance and Counselling.
3. differentiate between Guidance and Counselling.

DEFINITIONS OF GUIDANCE AND COUNSELLING

Education as is known today was introduced in this country by the missionaries and several reasons can be adduced for this mission by these set of people. The recognition of

inadequacies to train the Nigerian child to assume specialist and responsible position in the educational system, prompted the introduction of Guidance and Counselling in the school system in the early 60's. Various attempts have been made at formulating definitions for guidance and counselling. However, as a social subject that has economic, social and psychological dimensions, it has continued to defy a single definition.

It is therefore necessary to get the meaning of these words separately and collectively for better understanding of the contexts.

GUIDANCE

In the literal sense of the words, "Guidance" means help or advice that is given to somebody, especially by somebody older or with more experience.

The word guidance derives its root from the word "guide" which means to direct, watch over, know, pilot, manage, steer, aid, lead and inform.

In fact, the meaning of guidance is subject to many explanations. While writer like Shertzer and Stone (1976) said guidance is to direct, pilot or guide; others like Kolo (1992) see guidance as a form of assistance that involves many activities that will help the individual understand him or herself and the problem. Akinade (1996) said that guidance "refers to a more directive or prescriptive form of assistance". This means that the assistance is based on providing information that enables you to give definite instructions to the person being helped. Looking at guidance, Idowu (1998) stated that guidance is a "family name for all the helping service within the general educational and community systems/"

Furthermore, another writer, Oladele (1987) defined guidance as a broad term usually applied to a total school programme of activities and services aimed at assisting pupils to make and carry out adequate plans and to achieve satisfactory adjustment in life. It is also a complex process because it encompasses the total needs of the individual student to the guided.

He also quoted Taylor's (1971) definition of guidance as a systematic way of collecting information about individuals and groups by means of objective standardized tests. Such information is partly used by the school and staff in their attempts to classify and grade individuals.

The summary therefore, guidance is the process of helping an individual understand himself and his world. It is a concept (mental age), an educational construct (intellectual synthesis) and an educational service (action taken to meet a demand).

COUNSELLING

Literally, the word counselling derived its roots from the word "counsel" meaning a place of advice especially given by older people or experts.

Counselling denotes a wide range of procedures including advice giving, support in times of trouble or need, mental exchange of ideas, encouragement, information giving and test interpretation. It is thus viewed as a service within guidance, that is, one part of guidance services.

Akinade et al (1996) sees counselling as a “more open and less directive method of helping in which alternatives are laid open before the client and the final decision is left for him or her to take”. Explaining further, Olayinka (1972) sees counselling as the process whereby a person is helped in a face-to-face relationship. Makinde (1983) explained counselling as an enlightened process whereby people help others by encouraging their growth. From all these explanations therefore, counselling is a process whereby normal human beings are helped to properly understand themselves, their environment and the problems that are causing a high rate of concern.

Oladele (1987) also said that counselling is used to facilitate wise choices and certain kinds of decisions on which a person’s later development depends. He then quoted from some authors’ definitions that counselling is helping an individual become aware of himself and the ways in which he is reacting to the behavioural influences of his environment (Blocher, 1966). It is also a person-to-person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved (Thomas and Poppen, 1972).

In a nutshell therefore, Counselling is for all learners. It is not only confined to learners who have problems because it is designed to help an individual achieve an awareness of his or her strength, weakness, skills, knowledge, values and feelings.

WHAT IS GUIDANCE AND COUNSELLING?

Various attempts have been made at formulating definitions for Guidance and Counselling. However, as a social subject that has economic, social and psychological dimensions, it has continued to defy a single definition.

From all these definitions therefore we can see that Guidance and Counselling is subsumed as an ancillary service to education which aims at helping students understand themselves in relation to their intellectual, potentialities, aptitudes, talents, educational or occupational interests and other characteristics which are necessary for educational or occupational decision making.

It is also the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness (Encyclopedia Britannica).

One can therefore infer that it is an interaction between two individuals, the counsellor and the client, which takes place in a professional setting, with the basic hope of facilitating changes in the behaviour of the client. In a nutshell then, Guidance and Counselling is a helping profession in which the counsellor directs and conducts counselling sessions in order to help the counselee maximize his potentialities (Nweke, C.C., et al, 1989).

BASIC DIFFERENCES BETWEEN GUIDANCE AND COUNSELLING

There is no doubt about the fact that whatever looks the same might have some differences. In fact, if care is not taken, the differences might not be too glaring except one gives it a closer look. It is no exaggeration therefore to say that even the identical twins have some differences that can be used to identify them. Suffice it to say then that there are basic differences between Guidance and Counselling, it is therefore necessary to identify these

differences so as to give us a better understanding of the peculiar nature of Guidance and Counselling.

Kolo (1992) identified the following differences:

COUNSELLING	GUIDANCE
1. Student (client) directed. Locus of control moves toward student (client). This means the client is more involved at every stage in counselling.	Tutor (counsellor) directed. Locus of control remains with the Tutor (Counsellor).
2. The Tutor (Counsellor) is a facilitator/ enabler. He is not the decision maker.	The Tutor (Counsellor) is information/ advice giver.
3. Client and Counsellor jointly negotiate a contract about agenda and methodology.	Counsellor determines objectives and methods.
4. Client participates in assessing needs and evaluating progress.	Assessment/diagnosis and evaluation is in the domain of the counsellor.
5. Concern is with the process of decision-making. Understanding how decision is reached is as important as the content of the decision.	Concern is with decision (decision seen as product). The way it is reached is not regarded as especially significant.
6. Learning is seen as transferable. What is learnt in one context is seen utilizable in other e.g. the learning of a skill such as breaking down problem into its components parts.	Learning is seen as specific to the problem in question.
7. Learning is seen as an emotional as well as a cognitive process. This means the behaviour and the thinking are important.	Feelings are not regarded as important in learning.
8. Learning about a subject is seen as involving a process of learning about self.	Learning about a subject is not seen as involving self discovery.

Table 1: Basic differences between Guidance and Counselling.

ACTIVITY I

1. Give three definitions of Guidance and Counselling.
2. From the list of these differences, explain two to your friend not taking this course.

SUMMARY

- Guidance is a subject to many explanations because it is a “family name” for all the helping service within the general educational and community systems while Counselling is a more open or less directive method of helping in which alternatives are laid open before the client and the final decision is left for him or her to take.
- Guidance and Counselling is considered as a support service to education which aims at helping students understand themselves.
- The major basic differences between Guidance and Counselling is that Guidance is counsellor directed while Counselling is client directed.

ASSIGNMENT

1. Guidance and Counselling have different meanings for better understanding. Discuss.
2. Identify the various differences between Guidance and Counselling.

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UNIT TWO: NATURE OF GUIDANCE AND COUNSELLING II: PURPOSES, PRINCIPLES AND TYPES OF GUIDANCE AND COUNSELLING

INTRODUCTION

In Unit 1, we discussed the nature of Guidance and Counselling in terms of the various definitions, and the basic differences between the two. However, it is very necessary to acquaint yourself with some other important natural tendencies of Guidance and Counselling to foster better understanding of its concept.

The field of Guidance and Counselling is interesting because it deals with educational issues which demand knowledge of other fields of endeavour and also aims at meeting the needs of all concerned in the educational system. But, it is very surprising to find many people outside this field who are not only ready to talk about this profession, but also, not willing to make it work simply because they do not understand what the profession entails and its benefits to the Nigerian system of education.

In this unit therefore, we shall concern ourselves with the discussion of three other factors that still explain the nature of Guidance and Counselling in relation to what the Nigerian Educational system can benefit from. These factors are the purposes, principles and the types.

OBJECTIVES

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

1. state the purposes of Guidance and Counselling;
2. State the principles of Guidance and Counselling;
3. Identify the types of Guidance and Counselling.

PURPOSES OF GUIDANCE AND COUNSELLING

It is a known fact that the functions of Guidance and Counselling programme are aimed at improving students' academic achievement and personal adjustment in the school system. Everything we do in life have a purpose or aims and objectives. Education as a whole came with a purpose which is still being achieved. In our daily lives, people meet situations that necessitate thoughtful considerations before opinions are arrived at or decisions are made. In most cases, the opinions for need or the decisions taken are based on the objectives set by the individual.

The purposes of Guidance and Counselling therefore include assisting individual students, teachers, adults and the society in general to:

1. Find out and make individuals aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities.

2. Provide usable information on vocation and to correct or clarify misinformation.
3. Assess an individual's chances to succeed in the labour market.
4. Create awareness of clients in the availability of jobs and how to progress in it.
5. Make available opportunities for further training and advancement in occupations.
6. Suggest alternative careers and realization of priorities (Schaffer 1978). Makinde (1976) summarized the objectives in Nigerian school thus.
7. Assist students in making appropriate and satisfying personal, vocational and educational choices.
8. Assist students acquire a positive image of self through self-understanding, the needs and problems of each person.
9. Assist teachers and school personnel in understanding the needs and problems of each students.
10. Assist schools authorities/administrators in improving educational objectives and programmes of interpersonal relationships.
11. Contribute to educational planning and
12. Mobilize all the available resources of the school or home for satisfaction of the vocational, educational and socio-personal needs of the students.
13. Guidance and counselling is expected to supplement school instructional and administrative input into the learner.
14. Help students develop proper attitude to themselves, others, school, values, interests, morals, beliefs and discipline.
15. Help students develop to optimum and utilize their skills, correct the sources of their weakness and to improve the standard of education.
16. Help learners live within the framework of an institution.
17. Help people achieve independence with a minimum of conflict with institutional values.
18. Promote in pupils good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education and ability to make realistic decisions..
19. Guard individual's mental health.
20. Promote human effectiveness.

In essence therefore, the purpose of Guidance and Counselling is specifically to assist students in making use of their educational opportunities and in developing their potentials to the maximum, so that they can become effective members of the society.

PRINCIPLES OF GUIDANCE AND COUNSELLING (PHILOSOPHY)

By this, we mean the basic truths about the practice of Guidance and Counselling that experts have come to find out as laws that do guide the practice. Guidance is based on the philosophical assumption that man is a master of his own destiny with a right to choose and control his own interest.

Guidance and Counselling is also based on the philosophical assumptions, which believe that every individual has worth and dignity, deserves opportunities to develop their fullest potentials, has similarities and differences or patterns of growth and development with others. Other philosophical assumptions are that the individual is entitled to a safe, caring and supportive environment, is unique and encouraged to become responsible to self and society.

Okon (1984) and Idowu (1998) identified some principles and these are explained below:

- (1) Guidance and Counselling is for everyone. The service is not only for those with special handicaps but it is also meant for all “normal”, developing children and adults;
- (2) Guidance and Counselling activities should therefore be based on the need and total development of every person. It is the duty of all personnel in a setting to identify the needs of individual so that programme activities can be designed to meet such needs;
- (3) Guidance and Counselling must be provided in a way that ensures human dignity and worth. The full and adequate development of the individual must be given preference. It should be seen as encouraging individuals to attain maximum satisfaction, to realize their potentials and to be aware to self. No one who has gone through counselling should feel inadequate;
- (4) Guidance and Counselling is a sequential, continuous and developmental process, which starts from birth to death. This means that guidance and counselling runs from the nursery school through the primary, secondary to the tertiary institutions. It is not a once-and-for-all event but a process which is an integral part of the total educational programme throughout the school life of an individual;
- (5) There is a close relationship between counselling activities and the instructional process, each contributing to the other. Counselling can help to make the instructional activities to be more relevant and meaningful to the needs of students while the instructional activities can help to give necessary information and direction to a student in planning his/her life goals;
- (6) All guidance activities must emphasise the will for each student to learn more about himself in an accurate and systematic manner. Through the use of well-planned instructional strategies and appraisal techniques, individuals can become more knowledgeable about themselves and about the world around them. Without such knowledge, an individual cannot exercise intelligently the rights to free choice in educational, vocational and personal-social fields.
- (7) Every member of staff in a school and non-school setting should assume responsibility for guidance activities. The principal, teachers and counsellors are all members of the guidance team and each member has prescribed functions and roles.

- (8) Effective leadership is the watchword for any effective guidance and counselling programme. Guidance counsellors who are qualified, well trained and competent are expected to function in schools and other settings. Such professionals would be able to enlist the support of staff members in effecting guidance activities.
- (9) The practitioners should practice within ethical and moral limits. The ethical and moral guidelines should be such that clients would feel secure and confident in using the services provided. This also guarantees that counsellors will not use techniques and/or approaches for which they do not have competence; and
- (10) The objectives of counselling should be based on clients' needs and not on the needs of the counsellor. In pursuing such needs of the client, the counsellor must present a positive image.

Judging from all these therefore, it could be deduced that guidance is really an essential educational programme. But it is also worthy of note that Guidance services do not provide solutions to all problems. The counsellor will only attempt to assist the client to resolve as many problems as possible while others that he could not resolve should be referred to more competent authorities for possible solution.

ACTIVITY I

1. Identify at least ten purposes of Guidance and Counselling.
2. Which of these principles do you think is in support of Nigerian culture and why?

Now that we have been able to examine the purposes and principles of Guidance and Counselling, we can now identify the different types of Guidance and Counselling services that are available.

TYPES OF GUIDANCE AND COUNSELLING

There are many types of guidance and counselling and these are often classified according to the area of life in which the problems occur. These include:

- 1) ***Educational Counselling*** – This involves activities such as assisting students with problems of learning, teaching and of education generally. The involvement of the counsellor in the continuous assessment programme in a school is also an aspect of educational counselling.
- 2) ***Vocational Counselling*** – This deals with problems of selection, training for and adjustment to occupations. The use of tests is often important in this service while career visits to prospective employment agencies or invitation of guest speakers in various work fields can also be organized.
- 3) ***Personal and Psychological Counselling*** – This deals with personal problems and problems of overall life's adjustment. The counsellor can assist students to resolve

such problems in individual or group sessions or make appropriate referrals if the problems are beyond his competence.

- 4) **Marital Counselling** – This deals with problems of selecting a marriage partner and solving the problems of married life.
- 5) **Rehabilitation Counselling** – Sequel to problems arising from sudden life's disruption such as those associated with disabling accidents, wars, natural catastrophes (such as floods, earthquakes and fires) or mass retrenchment and loss of employment, rehabilitation counselling thus becomes imperative.
- 6) **Individual Counselling** – This deals with problems or stressful feelings which occur in the life of everyone. It is a way of offering an opportunity to the student to experience a one-to-one relationship which makes the students have enough understanding of themselves so as to be able to stand on their own feet without support.
- 7) **Group Counselling** – It is used to help reasonably healthy individuals to freely discuss their problems in the presence of group members with a view of attracting solutions to the problems. It helps counsellors to cope with their day-to-day adjustment and developmental problems because of its focus on the experiences and feelings of its members.

From the above explanations therefore, only five of the above types of counselling will be mainly practiced in the school setting. These are Educational, Vocational, Personal-Psychological, Individual and Group counselling which will be the full responsibility of the school counsellor. However, a counsellor in private practice might need to engage in the other types of counselling depending on the needs of his clients.

ACTIVITY II

1. Identify the type of counselling you like most among the listed ones above. Give five (5) reasons for your choice.

SUMMARY

- The purpose of Guidance and Counselling is specifically to assist students in making use of their educational opportunities and in developing their potentials to the maximum so that they can become effective members of the society.
- The basic truth about Guidance and Counselling is that it is for everyone and also an essential educational programme.
- There are different types of counselling services. The most appropriate for the school setting are educational, vocational, personal-psychological group and individual counselling while counsellors in private practice are engaged in marital and rehabilitation counselling.

All these are to be used according to the needs of the client(s).

ASSIGNMENT

1. Guidance and Counselling purposes include assisting individual students, teachers, adults and the society in general. Discuss.
2. Explain to your pupils why Guidance and Counselling is said to be based on some philosophical assumptions.
3. Enumerate the types of available Guidance and Counselling services.

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UNIT THREE: NEED FOR GUIDANCE AND COUNSELLING

INTRODUCTION

In the last units, it was pointed out that there are various natural tendencies of Guidance and Counselling. Here, we will go further to examine other aspects of guidance and counseling.

Whatever man has to do in life must carry along the need for it. Imagine a new born baby who must be fed with breast milk right from birth and subsequently, dairy products. The baby needs such for survival at that early stage because he/she cannot be fed with solid. Suffice it to say that individuals are prone to some particular needs at every particular stage of development, so also, the educational system.

Since 1960, the Nigerian educational system has been under great pressure to change. One of such changes is the new 6-3-3-4 system that is still in existence which of course, is still liable to change. At the inception and completion of every stage of this educational system, students are prone to certain needs because many important problems will arise during that transition period from primary to junior secondary, to senior secondary and to higher institutions.

The need for Guidance and Counselling in the 6-3-3-4 system of education is increasingly pressing as educational economic, technological, social and ideological advancements are being made. In this unit, we shall examine the factors that necessitated the development of Guidance and Counselling in Nigeria.

OBJECTIVES

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

1. explain the need or reasons for guidance and counseling in Nigeria;
2. justify the need for guidance and counseling in the Nigerian Educational system and society, as a whole.

NEED FOR GUIDANCE AND COUNSELLING

In many countries of the world, diverse circumstances have prompted the establishment of Guidance and Counselling in their educational system. In the United States of America, for instance, it was the fear that Russia was ahead in Space technology that led to the establishment of Guidance and Counselling in their country. In Nigeria, some factors are responsible for the development of guidance and counseling and they include:

a) **Expansion in the Enrolment of Pupils/Students in Primary and Secondary Schools**

From 1960 to when Nigeria gained Independence from Britain to present, enrolment in all stages of our educational system has been on the increase. Because of this increase, Fafunwa (1990), a one time Minister of Education, after examining the

enrolment trends, which of course did not include actual applications made for enrolment, stated that:

mandatory student Guidance and Counselling services should be established in all Nigerian Institutions of higher learning and through such services, the true conditions of the Nigerian economy and its ever changing labour market situation and requirements would be exposed to students' choice of fields and skill of study and calculating in them the acceptance of the dignity and more superior option of leaving institutions of higher learning well prepared both as possible paid employees of others and creators of jobs for self and others, in both the formal and the informal sectors of the economy. (p. 16).

b) **Skilled Work Force**

To reduce this problem, it is necessary to have guidance and counselling to be able to guide people into areas where jobs are available. In the Technical and sub-professional sectors, there is noticeable shortage in manpower. We depended on foreigner experts to run our railways for us; our aviation sector is not spared from this manpower. We depended on foreigner experts to run our railways for us, our aviation sector is not spared from this manpower shortage. In the education sector, the few experts who trained Nigerians to be technologically self-sufficient have packed their bags and baggages to greener pasture, and to the safety and academic freedom of western countries. The Medical sector is not spared from this rot. There is shortage among senior crafts-men and technical foremen as well as high level secretarial and clerical personnel in the country (Okon 1984).

In the light of the fact that Nigeria has a lot of human and material resources, one would have thought that the country would get out of underdevelopment. After all, other countries have done it (namely India, China, Libya etc.) Perhaps Guidance within education can help in the development of skills, attitudes, and potentials of Nigerian youths so as to realise their fullest possible capabilities for national development.

c) **Automation in the World of Work**

In 1972, Gaymer suggested that counsellors would have increasing impact on the lives that students will have after they leave school. She felt that the future working lives of student will differ radically from the present and the past. She concluded that automation and technological changes and breakthroughs would cause people to:

- 1) change their jobs more often;
- 2) relocate more often;
- 3) change the type of jobs more often; and
- 4) update and trade in education for models to remain employable, and they will have to diversify their practical skills to remain competitive. (p. 18 – 24).

These changes will cause people to seek for guidance and counselling. A trip to modern offices worldwide show what changes have taken place in the last few years. A typical office now has an IBM typewriter, a Computer, a word processor, a Fax

machine, a Photocopier, a Laser printer, a teleprinter, an E-mails machine, a Dictaphone or answering machine, and many such like things. In industries, robots have some to be utilized in many operational sectors. In the assembly line, it is the robot that receive the order, does the parceling, the compilation, and the hauling of equipment from one section of the assembly line to another all with unwaivering precision. Robots are now known to fly planes, launch missiles and probe into outer space. The implication of this technological revolution for the practice of guidance and counselling can only be imagined than described. Although it is difficult to predict what the technological future will be like, suffices it to say that the nation that desires development deep into the 21st century and beyond should not pay lip service to guidance and counselling but should ensure that all machinery is set in motion to maximize the potentiality of the youths for timely absorptions, and survival in an uncertain technological future.

d) **Growing Needs of Youths in this Country**

According to Okon (1984) a NEED is a condition within an individual that energises and disposes an individual toward certain kinds of behaviour. Durojaiye (1976) stated that the developmental needs of youths include:

- i) attaining individuality;
- ii) making progress towards an organized personality pattern;
- iii) developing philosophy of life;
- iv) developing concept of values and desirable behaviour;
- v) achieving a place in the society;
- vi) understanding of personal assets and liabilities;
- vii) maturing of plans for future living;
- viii) establishing deep personal relationships with individuals of both sexes;
- ix) learning to live independently from their parent;
- x) learning to adjust to changes resulting from physical and social relationships and citizenship plans; and
- xi) learning to attain adult status by vocational plans, family, and social relationships and citizenship plans.

All these needs of the youths call for a need of guidance and counselling.

e) **Repeated Changes in the Education System**

Since after independence, Nigeria has witnessed a number of changes in the education sector. In the past, a pupil needed to spend 8 years in the primary school, 5 years in the secondary school, 2years in the higher school, and 3 years in the University (8-5-2-3). Later, the 6 years of primary, 5 years of secondary, 2 years of higher school, and 3 years of University system was recommended and adopted. Currently that is in

vogue. Already, there are calls in various sectors to change the system to 6-3-3-3-3 to include three years at any college of education or Polytechnic. The present 6-3-3-4 does not include training at College of Education or Polytechnics. These changes can cause confusion for the individual, which again demands the guidance services.

f) **Unrest in Universities and other Tertiary Institutions**

Apart from repeated changes in the education system, school year has changed repeatedly during the last few years. At one point, we were operating a school year from January to December; it was later changed to a school year running from September to June. Current thinking is on moving back to January to December school calendar year. All these changes are capable of disrupting the academic planning of youths, their vocational needs and plans.

Nigerian tertiary education is populated by student body with various personality make up, with differing needs, and traits. There are students who are there to fill their existential vacuum. There are others who are there because their parents want them to be there. There are those who have genuine desire to study and get a degree for secure future. Yet, there are still others who are there to socialize, not knowing what subjects to take, what combinations of subjects they need, how to plan time and how to develop appropriate study skills. This mix up of people needs counselling service to help in the adjustment problems.

g) **Problem of National Integration**

Nigeria, as judged by the 1993 census, has about 104 million inhabitants with population density of about 800 people per square kilometre. Three major linguistic groups, the Hausas, Ibos and Yorubas are found in the three main regions - Northern, Eastern and Western parts of the country respectively. Each group and section of the country is clamoring for a share in the national cake. The consequence has been political instability, religious intolerance, tribal loyalties, and all forms of vices which have militated against the development of the country. Okon (1984) has observed that the survival of Nigeria as a nation depends largely on our degree of tolerance not only of our ethnic or political differences but also of our religious differences. Our economic, social and political stability depends, to a large extent, on the ability of every citizen to possess some measure of common understanding, attitudes, beliefs, skills and purposes. These attributes can be inculcated in youths very early in their educational development. Thus, the inevitability of guidance and counselling in this respect cannot be overemphasized.

h) **Changes in Home and Family Life**

We have come to learn that family climate has influence in the direction and development of interests, abilities, aptitudes, and values of children. The modern Nigerian home is characterized by a number of changes. Most parents, because of the demands of their jobs, pay very little attention to the development of their sons and daughters.

It is equally important to note that most parents show very bad examples to their children. Some parents are traditional religionists with all that that means in terms of sacrifice, attributional pattern and superstitious beliefs. There are parents who believe so much on ethnicity, alcoholism and idolatry. Changes in home life which have brought about some good are those resulting from urbanization where different ethnic groups converge on a city to the point that the next door neighbour may be someone from a different cultural boundary altogether. Superstition is also de-emphasized in the urban centres. Inter-ethnic, inter-tribal and inter-state marriages are occurring at increasing rates in Nigerian cities than in the rural areas. Polygamy, which in the not too distant past, used to be a measure of affluence and status is no longer in vogue. One of the greatest changes in family life is in the area of extended family network where ties have become weakened partly because of economic realities, distance and mobility.

Other aspects of changes in family and home life include rising trends in divorce rates, single parenting, children studying far away from homes, reduction in the number of children a family wants and the provision of insurance for other members of the family. These changes create a need for counsellors to help children cope with these changes.

i) **Problems of Cultism**

Although there have been cultic activities in Nigerian tertiary institutions since the beginning of Nigerian Independence, they are only just now assuming new dimensions. The negative tendencies in these societies and cults need to be exposed to individual through guidance activities.

ACTIVITY I

1. List at least five reasons why we need Guidance and Counselling.

SUMMARY

- The need for the development of Guidance and Counselling in Nigeria became paramount due to expansion in the enrolment of pupils/students in primary and secondary schools, skilled work force, growing needs of youths and so on.

ASSIGNMENT

1. What factors led to the development of Guidance and Counselling in the Nigerian Educational system?

UNIT 4: CHARACTERISTICS OF A GUIDANCE COUNSELLOR

INTRODUCTION

Indeed, it can be said that the survival or success of any profession depends on the personality behind the scene.

In our various homes and local communities, children, young adults and adults are cared for, guided and directed towards growth, development and maturity which constitutes the total well-being of a man. In fact, man possesses every ability to learn. Whatever he has learnt either formal or informal, enable him to acquire the skills with which he can adapt to and even change his environment.

Suffice it to say that even as man is learning, he is bound to face some difficulties or meet with some circumstances beyond his control. Thus in other words something is happening to the individual, which one way or the other, will affect his subsequent responses to human ideas and activities. When situations get to this point, man will definitely think of how he will get out of these problems and thus looks for the right person/place to do that for him. This is where expertise or experience will now come to bear and whatever solution that is proffered will either make the man part In this unit, we shall examine what it takes to be a professional Guidance Counsellor because the need for and practice of helping, guiding, directing, caring for people, teaching, training and even counselling have been in existence wherever and whenever man turns to his fellow man for help with his personal problems.

OBJECTIVES

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

- 1) define the term “Guidance Counsellor”;
- 2) List the qualities and the personality attributes of a Counsellor;
- 3) Describe the characteristics of a Guidance Counsellor.

THE GUIDANCE COUNSELLOR

An understanding of what counseling is gives a better picture of the characteristics of a counselor. If counseling is a relationship between people and an assisting process where someone assists another, then, the counselor is the embodiment and the manifestor of the counseling technology. So then, just as surgery requires a surgeon, so does counseling requires a counselor.

WHO IS A COUNSELLOR?

The term “Counsellor” is reserved for those with professional training in counseling. If counseling is just to be taken as a mere advise-giving, then everyone occasionally undertakes

counseling. But it cannot be right to say that everyone is a Counsellor. Hence, “everybody on guide, but not everybody can counsel.”

According to Nweke et al, (1989), the professional counselor is therefore an expert in his area of specialization and also has cultivated skills in helping people understand their situation, clarify their values and make informed decision for which they assume responsibility.

He may also be regarded as an educator who aims at creating through the exercise of his skills an environment in which students can face and explore their own feelings without fear, learn how to cope more effectively with decision making and examine their values and objectives without risk of condemnation. Above all, he must have received training as a Counsellor and must possess certain skills and expertise that enables him to be effective.

In fact, the key element in any counseling relationship is the person of the “Counsellor” because it is believed that the counsellor’s personality is relevant to his effectiveness.

QUALITIES OF A COUNSELLOR

In the literal sense of the word, quality is a feature of something, especially one that makes it different from something else. An understanding counselor will have a unique opportunity of serving as a role model to his clients. He should present himself in such a way that clients see him as attractive, trustworthy and an expert who has the ability to care which distinguishes him from all other knowing persons. The American Personnel and Guidance Association (APGA) stated six basic qualities a counselor should have. These are:

1. A belief in each person as an individual.
2. A commitment to individual human values.
3. An alertness to the world.
4. Open-mindedness.
5. Self-understanding.
6. Professional commitment

Nweke, etal (1989) also quoted from Hopke, (1978) that other qualities a counselor should have are:

1. Ability to relate easily and well to all kinds of persons.
2. Sincere interest in people and their welfare.
3. The ability to maintain an objective point of view, and
4. He should be a person of high moral values, capable of providing dynamic leadership to the guidance programme.

PERSONALITY ATTRIBUTES OF A COUNSELLOR

By personality attributes, we mean those unique human qualities which are typical and consistent with the individual. They are acquired through life experiences in the family,

school and other socializing agencies. Most counselors would by nature possess the attributes that contribute to effective counseling while others would possess some and later acquire others through training.

According to Nweke, et al (1989) and Makinde (1983), the attributes of a good counselor to be proven beyond all doubts are associated with the following:

1. Having a caring attitude and sincere interest in people.
2. Flexible in thought and action.
3. Attractive, approachable and pleasant.
4. Calm in the presence of emergency.
5. Patient, and resourceful and dedicated.
6. Having a good sense of humour.
7. Having tolerance for ambiguity.
8. Above average, intelligence (that is, proven intellectual and conceptual ability).
9. Having a good self-concept and self-acceptance.
10. Cooperative, patient, objective, sincere, broadminded, friendly and loyal.
11. Having high integrity, honesty and discipline.
12. Devotion to duty.
13. Putting psychological, economical, social and cultural skills into practical demonstration.
14. Having a good working knowledge of the social norms, values and traditions of the people.
15. Accepting, listening, responding, judging and valueing skills.
16. Directing, planning, controlling, coordinating and implementing abilities.
17. Having both a theoretical and practical mind (that is, interested in theories and also in the application of abstract disciplines to concrete situations).
18. Demonstrating an aptitude for and an interest in both the social and physical success in academic matters.
19. Be emotionally stable and mature.
20. Showing sympathy and empathy.

In general, the guidance counselor is a professional who is expected to maintain harmonious relationships with groups and individuals. All these qualities and attributes help the counselor to be effective.

ACTIVITY I

1. Give a brief description of a counselor.
2. List the six basic qualities of a counselor according to the American Personnel and Guidance Association.

SUMMARY

- The professional Guidance Counsellor is the one that have received training and possessing certain skills/expertise, (for example, professional/therapeutic competence and diagnostic approach to assessment/tests) which makes him different from others in the educational system.
- The attributes of a Guidance Counsellor should be such that must be proven beyond all reasonable doubts in order to make him effective.

ASSIGNMENT

1. Describe the characteristics of a Guidance Counsellor.

REFERENCES

- Makinde, O. (1983). **Fundamentals of Guidance and Counselling**. London: Macmillan.
- Nweke, C.C. et al (1989). **Guidance and Counselling Principles and Practice**. Calabive: Paico Ltd (Press and Books).