

MODULE 2 CHILD BEHAVIOUR AND GUIDANCE

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Unit 2	Problem of Adjustment and Learning
Unit 3	Role and Responsibilities of the School Personnel in the Administration of Guidance Programme
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UNIT 1 UNDERSTANDING HUMAN BEHAVIOUR

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1.0 INTRODUCTION

This unit is designed to give an insight into human behaviour; that is, knowing what causes us to act the way we do. We often act externally in a manner dictated by the situation that does not really reflect what we actually think and feel. At other times, we feel compelled to express deeper aspects of our personality, even when we know that we should not or that others may disapprove of our behaviour. In order to understand ourselves and others, we need to look into the dimensions of human personality. The unit will also look into developmental tasks and guidance process of children.

2.0 OBJECTIVES

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

- define human behaviour;
- define personality;
- discuss the five dimensions of personality;

- compare and contrast extraversion, introversion and agreeableness; and
- discuss the developmental tasks associated with primary school children.

3.0 MAIN CONTENT

3.1 Definition of Human Behaviour

Human behaviour refers to the range of behaviours exhibited by humans and which is influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/or genetics.

The behaviours of people fall within a range with some behaviours being common, some unusual, some acceptable and some outside acceptable limits.

3.1.1 Definition and Dimensions of Personality

One important psychological mechanism which guides behaviour is personality. Everyone has his unique pattern of feelings, thoughts, and behaviour, which is formed by a fairly stable combination of personality traits (Phares, 1991). All these in turn determine the unique adjustments each person will make to any situation.

What is Personality?

There is no universally acceptable definition of personality. 'Personality is that pattern of characteristic thoughts, feelings and behaviours that distinguish one person from another and that persist over time and situations (Phares, 1991). It is the sum of biologically-based and learnt behaviour, which forms the person stimuli (Ryckman, 1982).

The personality structure is fairly stable and predictable throughout situation and time (Phares, 1991). There are personality traits of different depth and significance. The innermost layer is the basis, while the outermost layer is situation-bound and influenced by tiredness. A tired person might accordingly behave in a way that is not like his true self. The changes which reflect events and feelings during the life span only affect the surface and not the core character.

Dimensions of Personality

Personality dimensions and the poles of traits they form based on Costa & McCrae (1992)

Personality dimension	High level	Low level
Neuroticism	Sensitive, nervous	Secure, confident
Extraversion	Outgoing, energetic	Shy, withdrawn
Openness to experience	Inventive, curious	Cautious, conservative
Agreeableness	Friendly, compassionate	Competitive, outspoken
Conscientiousness	Efficient organised	Easy-going, careless

Neuroticism (sensitive/nervous vs secure/confident): This is a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression or vulnerability. Low levels of neuroticism indicate the likelihood of expressing negative emotions. Persons with high levels of neuroticism are reactive and more easily bothered by stimuli in their environment. They are more frequently unstable, worried, temperamental and sad. Resistant persons on the other hand need strong stimuli to be provoked (Howard & Howard, 1995).

The Extraversion-Introversion dimension (Outgoing/energetic vs solitary/reserved): Extraverts (extroverts) tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone. Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts may be described as quiet, reserved, shy and unsociable (Costa & McCrae, 1992).

Openness – (Inventive/Curious vs Consistent /Cautious): Appreciation for art, emotion, and venture, unusual ideas, curiosity and variety of experience. People with a high openness to experience have broad interests, are liberal and like novelty. Those with low openness to experience are conventional, conservative and prefer familiarity.

Agreeableness – (Friendly/Compassionate vs Cold/Unkind): A tendency to be compassionate and cooperative rather than the suspicious and antagonistic towards others. Agreeable people can be described as altruistic, gentle, kind, sympathetic and warm (Costa & McCrae, 1992).

Conscientiousness – (Efficient/Organised vs Easy-going/Careless): A tendency to show self-discipline, act dutifully, and aim for achievement, planned rather than spontaneous behaviour. Conscientious has been linked to educational achievement and particularly to the will to achieve. The focused person concentrates on a limited number of goals but strives hard to reach them, while the flexible person is more impulsive and easier to persuade from one task to another (Howard & Howard, 1995). The more conscientious a person is the more competent, dutiful, orderly, responsible and thorough he also is.

SELF-ASSESSMENT EXERCISE

Compare and contrast extraversion, introversion and agreeableness.

3.2 The Developmental Tasks and Guidance Process

What are developmental tasks?

Developmental tasks are tasks that arise during different stages of individual development and whose successful completion is regarded by a society or culture as appropriate and necessary for acceptable functioning and subsequent development. In other words, the cognitive, emotional and behavioural changes needed to continue along the path of further growth are called developmental tasks. Each life stage imposes these developmental tasks on individuals before successful entry into an ensuing stage can be achieved.

Developmental Tasks & Guidance Process

Infancy (Birth to 2 years)

- **The developmental tasks (Need):** Babies need to form a strong attachment with someone in their world, usually their mothers or fathers. This is one of the most crucial stages in a human being's life. All future stages depend on it.
- **The crisis (Social/emotional lesson):** Trusts vs mistrust. Infants up to two years of age have major crisis to resolve. If infants learn that they can trust those around them to really care for them, love them and meet their needs, then they can trust the world and transit to the next stage of developmental easily. If children learn to mistrust those around them because their needs are not met and they are not consistently cared for, then they carry this unrest into all other stages of development.
- **Guidance Process:** Mutuality with his caregiver. Babies must have a loving, trusting relationship with a caregiver in order to successfully learn to trust the world. This relationship provides the basis for all future attachments.

Toddlers (2 to 4 years)

- **The developmental tasks (Need):** Toddlers need to be self-sufficient in many activities like how to tie their shoes, put on their pants, feed themselves, learn to talk, play with others and begin to exercise a little self control (physically, as he learns to use the toilet instead of diapers). They need to learn how to move away from the physical dependence they had on others as infants.

- **The Crisis (Social/emotional lessons):** Autonomy vs shame and doubt. When toddlers are given the message they can begin to do things for themselves. If toddlers are given the message that they cannot do things for themselves, they learn to feel ashamed of their own natural efforts and abilities.
- **Guidance Process:** Imitation. Toddlers watch those around them and imitate what they do and say. Fantasy play becomes important as they begin to act out and express things they observe in the world. Toddlers try to pretend they are driving cars; make cell phone calls etc. It is the process of imitation at work.

Early school Age (4 to 6 years)

- **The Play Years Developmental Tasks (Need):** In addition to becoming more autonomous and independent, pre-school pupils begin to observe and learn about the different roles people play in their lives. Children in this age group learn about others through role-play. “Play is the work of the child” holds true for this stage more than any other.
Play at this stage is mostly dramatic play as children begin to act out different adult-like roles and activities that they observe in their lives. They role-play being mummy, daddy or grandma, etc. They observe and learn about what women and men do.
- **The Crisis (Social/emotional lessons):** Initiative vs guilt. As children grow and become more independent in this stage they begin to initiate more play and more activities. Their thinking increases and their fantasies and ideas expand. When children are met with acceptance during this stage, when they are encouraged to play and fantasise, they learn that their new abilities are positive. However, when children are criticised for their new found ideas and their creative play, they learn to feel guilty about them. Children who grow up feeling guilt are likely to carry that guilt into their adulthood.
- **Guidance Process:** Identification. Through fantasy play children often role play the people and circumstances around them. The stereotype is that little girls and boys identify with the men. This is one of the many reasons children truly need to have same sex adults in their lives to learn from them. In the absence of a same sex parent, a close relative or qualified mentor can help to fulfill this role.

School Age (6 – 8 years)

- **The Early Years Developmental Tasks (Need):** Primary School age development is a time for children to learn new skills both social and competency. Children tend to form groups at this age, even groups of two or three. These groups tend to have their own social lives, norms, and language. Children at this age become

more particular about who their friends are and less interested in playing alone.

- **The Crisis (Social/emotional lessons):** Industry vs inferiority. During this stage children learn that they can become more competent and productive or they end up learning the opposite – that they can do nothing well. Their peer group, teachers, church/mosque group, and parents, generally in that order, all work as vehicles for children to learn new skills and to develop their self-image. When children are criticised for their efforts and failures they tend to develop a sense of inferiority, something they tend to carry with them throughout their lives.
- **Guidance Process:** Education – curricular and extracurricular. Through education, school projects, extracurricular activities, church/mosque groups, and friends children gain competency and skill during this time or they develop a sense of insecurity.

Pre-Adolescence (9 – 12 years)

- **The developmental tasks (Need):** This is one of the most confusing stages in children's development. They are no longer young children, nor are they adolescents. They are in that in-between stage where one moment they will insist on their maturity and need for independence and the next moment break down in needy frustration. Children in this stage have become aware of, and sensitive to, differences among people. The recognition often leads children in this age range to look for and bond with peer groups in order to belong and feel isolated when they are not part of a larger group. These groups tend to develop their own culture, with shared ideas, dress code, language and rules for behaviour.
- **The Crisis (Social/emotional lessons):** Children in this age-range are in the end stage of industry vs inferiority. As with the younger children in the age range, children are naturally drawn toward school achievements, projects, team sports, etc. However, preadolescents typically strive to become more industrious and skillful but within group setting. Children who fail to develop some degree of industriousness or remain outside of groups tend to develop a sense of inferiority. This is where school bullying can become so damaging and even dangerous.
- **Guidance Process:** Education, school projects, school and extracurricular activities, peer groups, team sports, etc.

SELF-ASSESSMENT EXERCISE

Discuss the developmental tasks of early school age children.

4.0 CONCLUSION

Understanding human behaviour and the developmental tasks associated with primary school children will help the parents, teacher and the counsellor in providing an atmosphere and environment conducive to the intellectual, physical, social and emotional development of the young ones. In addition, this will also equip the teacher and the counsellor on how to assist the children to overcome whatever problem they are faced with at every stage of developmental task they go through.

5.0 SUMMARY

The following are the major highlights of what we have learnt in this unit:

- Human behaviour refers to the range of behaviours exhibited by human which is influenced by culture, attitudes, emotions and values;
- Understanding human behaviour gives an insight into knowing what causes us to act the way we do;
- One important psychological mechanism that guides behaviour is personality;
- Personality is the unique and distinctive characteristics which set a person apart from another;
- The five dimensions of personality are neuroticism, extraversion-introversion, openness, agreeableness and conscientiousness;
- The developmental tasks and guidance process of children from infancy to pre-adolescence period were discussed.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define human behaviour.
2. What are the five dimensions of personality?
3. How can you assist a child who is a “bully”?

7.0 REFERENCES/FURTHER READING

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UNIT 2 PROBLEM OF ADJUSTMENT AND LEARNING

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1.0 INTRODUCTION

In unit 1, you were exposed to understanding human behaviour and the developmental tasks associated with children with a view to knowing how to assist them to resolve whatever problem arising at every stage of their developmental tasks. This unit is designed to make you understand what anxiety, learning and adjustment are all about and how children with adjustment problems can be helped.

2.0 OBJECTIVES

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

- define anxiety, learning and adjustment in your own words;
- identify possible causes of anxiety;
- identify adjustment problems in school; and
- outline various ways by which children with adjustment problem can be helped.

3.0 MAIN CONTENT

3.1 Anxiety

This is an unpleasant, complex and variable pattern of behaviour which individuals show when reacting to internal (thoughts and feelings) or external (environmental situations) stimuli.

The terms anxiety and fear are sometimes used interchangeably. To be precise, anxiety is a more general feeling associated with the expectation of danger from an unknown source, such as being anxious because your life is not going well. Fear usually describes a feeling resulting from a specific threat, such as fear of snakes.

Anxiety is a major problem in children as in all human beings. Earlier only the adults were exposed to anxiety and stress related disorders but nowadays kids and especially teenagers fall prey to the anxiety related issues. Highly anxious children often excessively fear embarrassment, disapproval, punishment or the general lessening of their status (Oladele, 2004). Other behavioural symptoms of anxious people include restlessness, high irritability i.e. sudden jump or sudden noise, twisting of fingers, lack of concentration of study, un-paired concentration or attention e.g. repetition of pardon in an interview is a sign of anxiety, etc.

3.1.1 Causes of Anxiety

The fast moving life, high expectations, lack of attention, poor mental growth can be the reasons of anxiety amongst the children. Abused childhood, negligent parents, divorced parents are other reasons which cause anxiety in children. Anxiety not only hinders the growth of children but also makes them vulnerable.

SELF-ASSESSMENT EXERCISE

In your own way, what do you think are the causes of anxiety?

3.1.2 Anxiety and Learning

A general feeling of anxiety or a specific fear moves us to act. The anxiety motive can work two ways: it can make it easier for a person to learn, or it can get in the way of learning depending on its strength. Mild anxiety can motivate constructive and helpful responses. It can help arouse the necessary energy to learn. If you are a little anxious, you will be aroused to search for the cause of a certain problem, or figure out why you should act in a particular way. Too much anxiety or fear however is likely to block a person's efforts to learn. For example, someone who has a great fear of the water may never learn to swim. Students who have great fear of failing school courses may become passive and withdrawn, resisting participation in course work activities.

SELF-ASSESSMENT EXERCISE

How does fear affect how you learn something? Write down one activity which you do well, and one in which you need to improve your performance.

3.2 Learning

What is learning?

Learning is a relatively permanent change in behaviour as a result of experience or practice. Learning occupies a very important place in our life. Most of what we do or don't do is influenced by what we learn and how we learnt it. Learning therefore provides a key or structure to one's personality and behaviour. Experience – direct or indirect is found to play a dominant role in molding and shaping the behaviour of the individual from the very beginning. While approaching a burning match stick, the child gets burnt and withdraws. The next time, when he faces a burning match stick, he wastes no time in withdrawing himself away. He learns to avoid not only the burning match stick but also all burning things.

Learning involves new ways of doing things and is operated on an individual's attempt to adjust to new situations.

SELF-ASSESSMENT EXERCISE

What is learning?

3.3 Adjustment

The term adjustment refers to a harmonious relationship between an individual and his environment. It is a positive capacity to adapt to one's circumstances and needs.

This presupposes three things:

- a. a sensitive appreciation of reality
- b. some accommodation to environmental pressures
- c. continuing efforts to modifying the environment to suit one's needs.

According to Psychological dictionary, adjustment is the variations and changes in behaviour that are necessary to satisfy needs and meet demands so that one can establish a harmonious relationship with the environment. If one fails to make these variations and changes, one's needs may not be satisfied, the demands will not be met thus one will

not be able to establish a harmonious relationship with the environment. Thus, maladjustment is disharmony with one's environment.

Raju and Rahamtulla, (2007) view adjustment as a process in which an individual maintains a balance between needs and circumstances.

Adjustment is inferred from behaviour an individual shows in a given situation. In adjustment, the two crucial actors are the individual and the environment.

SELF-ASSESSMENT EXERCISE

Explain what you understand by the term "Adjustment".

3.4 Adjustment Problems in School

School adjustment problems usually become a matter of concern when a teacher or parent is bothered by the way a child is functioning. The concern may arise because the child is perceived as not learning appropriately and/or is behaving inappropriately.

Adjustment problems could manifest in the following ways among school children:

- bullying
- poor school achievement
- hyperactivity
- stealing
- truancy
- aggression
- cheating
- thumb sucking
- persistent anxiety.

SELF-ASSESSMENT EXERCISE

Identify five common adjustment problems among school children.

3.5 Helping Children with Adjustment Problems

There is the need for children with adjustment problem to be helped in order to prevent their motivation for school from dwindling and behaviour problem from increasing.

According to Oladele (2004), the following measures can be taken to help the children with adjustment problems.

- Get to know the characteristics of normal children and watch out for early signs of adjustment problem. For example, looking out for children who are excessively lazy, aggressive, anxious, living in fantasy or without companions or friends.
- Attempt to build the morale of children. Arrange school work and co-curricular activities in such a manner that poorly adjusted pupils get success in some field and thus gain self-confidence.
- Do not let dull or otherwise handicapped pupils feel neglected or unwanted.
- Encourage children to play games, to take part in school societies and mix with other children outside the school.
- Consult with parents, if and when the child's behaviour continues to cause concern or refer the child to the child guidance clinic.
- Deal with minor difficulties as soon as they arise.
- Educate parents about effective child rearing practices and healthy relationships between parents and their children to avoid the pitfalls of factors responsible for maladjustment.

4.0 CONCLUSION

The school is a major socialisation institution for any child. It is the child's first contact with the world outside the house. A child spends 5 – 7 hours a day in the school. School is one of the most important foundation pillars on which the child's personality develops. The growing child is dependent on the immediate environment, i.e. the home and the school, to meet his growth needs. When these needs are not met, the child encounters some adjustment problems in school. The resultant effect is that learning will be hindered and the goal of the school will also not be achieved.

5.0 SUMMARY

The following are the major highlights of what you learnt in this unit:

- anxiety which suggests feeling of fear and apprehension
- causes of anxiety – high expectation, poor mental growth, abused childhood etc
- learning is a relatively permanent change in behaviour as a result of experience or practice
- adjustment is an effort to modify the environment to suit one's needs
- adjustment problems – truancy, bullying, stealing, lying, poor academic, etc.

6.0 TUTOR-MARKED ASSIGNMENT

1. Briefly explain anxiety, learning and adjustment in your own words.
2. Identify any six adjustment problems among school children.

7.0 REFERENCES/FURTHER READING

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UNIT 3 ROLE AND RESPONSIBILITIES OF THE SCHOOL PERSONNEL IN THE ADMINISTRATION OF GUIDANCE PROGRAMME

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1.0 INTRODUCTION

In the previous units, you were taught the problem of adjustment and learning as well as how children with adjustment problems can be helped. In this unit, we shall be discussing the role of the head teacher, class teacher and the total involvement of the school personnel in the administration of guidance programme. By the end of this unit, you would have had an overall view of role and responsibilities of the school administration in the organisation of guidance services.

2.0 OBJECTIVES

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

- discuss the role of the head teacher in the implementation of guidance services;
- enumerate the role of the class teacher in the implementation of guidance services; and
- state the role of other school personnel in the administration of guidance programme.

3.0 MAIN CONTENT

3.1 The Role of the School Personnel in the Administration of Guidance

The school guidance and counselling programme is a function of every member of the school personnel. The term “personnel” used here includes everyone who has direct or indirect contact with the children for whom the programme is developed. They include the head teachers, class teachers, school inspectors, pupils, counsellors and non-academic staff such as clerks, messengers, gatemen and drivers. Others connected with school life such as the resource people and Parents Teachers Association (PTA) members.

The counsellor cannot work in isolation from the other members of the school as every member has a role to play in order to bring about success of the programme. All the members of staff are working together for a purpose.

SELF-ASSESSMENT EXERCISE

What do you understand by the term “Personnel” in the administration of guidance programme in the school?

3.2 The Role of the Head Teacher

The Head teacher’s work involves planning, directing, coordinating and managing human and material resources. As the school head, he/she is the liaison officer between the school and Ministry of Education. He/She is potentially the most singularly important person in the development of guidance programme in the school being the leader or chief executive in the school. In fact, the guidance programme can succeed only if it has the support and backing of the head teacher. He/She is in-charge of time, resources, funds, human and materials in the school. The head teacher approves the final plans and gives a go ahead to various programmes. It is clear from the above that head teacher’s support and participation are very important to the success of school guidance programme. According to Ajufo and Owoyele (2008), the head teacher’s roles in the school guidance programme are essentially as follows:

- referring pupils, staff and parents to counsellor for assistance
- giving clear, open financial support and making adequate provision in the school annual budget for staffing facilities and equipment or materials for counselling such as test materials

- providing desirable publicity to the programme by communicating guidance programme characteristics, achievement and needs to Ministry of Education, parents and the communities around
- encouraging and motivating the staff to help and cooperate with the counsellor.
- allocating time officially for counselling and reducing the teaching load (where the counsellor is not a full time counsellor)
- providing adequate physical facilities for the counsellor such as office space, cabinets and tables.

SELF-ASSESSMENT EXERCISE

“The head teacher is potentially the most singularly important person in the development of guidance programme in the school”. Discuss.

3.3 The Role of the Class Teacher

Teachers have big and important roles to play in the successful implementation of guidance programme in the school. This is due to the closest, most frequent and most extended contacts they have with the pupils. Without their cooperation, guidance services can never become an integral part of any educational programme. Their roles in the overall programme are inevitable. Their roles in guidance services include the following:

- developing a classroom climate free from tension
- recognising, identifying and referring students who need counselling (it could be in the area of academic, vocational or socio-personnel) to the counsellor
- assisting in the diagnosis of some problems prone to some children in the school
- organising co-curricular and leisure time activities thereby helping the pupils’ personal and social growth
- assisting in identifying other resource people or helpers outside the school or among the parents teacher association (PTA) members
- preparing and making pupils’ continuous assessment available to the counsellor
- helping pupils to discover their abilities.

SELF-ASSESSMENT EXERCISE

Identify the role of the teacher in the implementation of school guidance services.

3.4 The Organisation for Total Involvement of Staff

Guidance programme is a teamwork, in which every member of staff is considered responsible for contributing to the success of the programme. Apart from the head teacher and the class teachers, other non-academic staff like the school drivers, clerks, messengers, medical team and gateman have peculiar roles to play, for instance, the gate man can carry out referral work since by virtue of his position within the school knows the habitual late comers and could provide the information to the counsellor. The medical team too can refer clients to the counsellors and the counsellors too can refer clients to the medical personnel for adequate treatment of any ill health. Guidance is an all-inclusive programme, a good rapport between the counsellor and the head teacher, teachers, students and every member of staff is therefore a necessary lubricant for guidance programme to operate successfully in the school.

The instructional staff members are the school personnel whose main duty involves the giving of instruction to the learners in the classrooms. They are the academic staff members of the school. They are otherwise known as class teachers and subject teachers. They have several roles to play in the guidance programme of the school. These roles include membership of the guidance committee, identification of prospective clients and providing information. Other areas where the instructional staff have great roles to play in the guidance programme are in carrying out orientation services, placement into educational and vocational schemes as well as in carrying out the evaluation of guidance services and follow-up services. They can also function as club coordinators.

SELF-ASSESSMENT EXERCISE

“The school counsellor cannot work in isolation; he needs the support of other school personnel in the implementation of guidance services”. Discuss.

4.0 CONCLUSION

You would have noted in this unit that school guidance programme is a broad one demanding total involvement of staff in the school system. You should also note that guidance programme as a joint venture, intended to help students/pupils achieve their optimum potentials involves all the people who have direct or indirect contact with the students/pupils. However, if these roles are ignored or neglected, then the guidance programme will probably suffer.

5.0 SUMMARY

The school guidance programme is a cooperative enterprise with all personnel in the school system. Thus, this unit discussed the roles the various school personnel have to play in ensuring the success of the school guidance programme.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the role of the instructional staff in the implementation of school guidance services.
2. Discuss the role of the:
 - a. Gateman.
 - b. Head teacher.
 - c. Health personnel in the implementation of guidance services.

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UNIT 4 PERSONNEL INTERRELATIONSHIP WITHIN DEVELOPMENTAL GUIDANCE SERVICES

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1.0 INTRODUCTION

From the work done in the previous unit, you can identify the various role played by every member of staff in the administration of school guidance programme. In this unit, you will get to know about the counsellor as the nerve centre, manager, initiator, consultant and coordinator of the school guidance programme. You will also get to know the guidance service organised by the counsellor in the school with the purpose of meeting students' needs.

2.0 OBJECTIVES

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

- define guidance programme in your own words;
- discuss how the counsellor can coordinate the school guidance programme;
- list and explain the various guidance services that can be organised in Nigerian school setting; and
- enumerate the purpose of guidance service in schools.

3.0 MAIN CONTENT

3.1 The Counsellor as Coordinator

The Counsellor is the nerve centre of the guidance programme in the school. He should therefore take the lead and act as initiator, manager, consultant and coordinator of various guidance activities under the umbrella of the principal/head teacher. For him to succeed, he should have a well-balanced lovable personality, a broad outlook, an understanding attitude and a genuine interest in helping students/pupils. He should use democratic approach with the counsellees, show dogged commitment to making a success of initiating and sustaining guidance and counselling programmes.

In addition, he should seize any available opportunity to explain the relevance of guidance. He should stress that guidance is for all and it is designed to make people more efficient and useful to themselves and the society. The counsellor as the specialist in the guidance programme should serve the school as best as he can.

SELF-ASSESSMENT EXERCISE 1

Describe how the counsellor can coordinate guidance services in the school.

3.2 Guidance Programme

Guidance programme is for effective achievement of the nation's educational objectives. It is the programme provided within the school, aimed at helping the students/pupils from beginning to the end of the school system to cope with function well and get the best out of the educational system (Adana, 1998). Guidance services are greatly concerned with helping the individual gain insight and understanding of himself in relation to present and future environment such that decisions or choices made would lead to more satisfying and rewarding experiences.

Guidance programme is an integral part of the school programme and it complements other school activities. Guidance services are provided to assist individual to cope with the socio-personal, educational and vocational problems. Olayinka and Omideyi (1998), identify the following purposes of guidance services in schools, especially at the primary and secondary levels of education:

- it assists the students/pupils to effect smooth transition from home to primary school and from primary school to secondary and post secondary institutions.
- it helps the students/pupils to learn skills and values necessary for successful living in and outside the school
- it removes problems that might disturb learning
- it makes pupils develop positive image of self-understanding, self-direction and skill in problem-solving and decision making
- it affords pupils opportunities to take part meaningfully in both curricular and co-curricular activities organised by the school
- it assists teachers to understand the individual differences that exist among their pupils.

The common guidance services organised by the counsellor in the school are Orientation service, Information service, Placement service, Appraisal service, Counselling service, Follow-up service, Referral service and Liaison with the community.

SELF-ASSESSMENT EXERCISE

Why do we need guidance services in school?

3.2.1 Orientation Service

Orientation activities are aimed at assisting new intakes to adjust to school environment. Orientation activities as observed by Adana (1998) include information provided to students to help them in their adjustment process. Orientation activities are prepared to familiarise the newly admitted students with the overall school situation. Many of the new intakes most especially at the primary and secondary schools are perhaps leaving home for the first time, they therefore need to get used to their new social surrounding, know the staff and fellow students/pupils. The orientation service includes, among others, introducing the new intakes to physical plans, administrative set-up, rules and regulations governing students conduct, the use of school facilities, teaching staff and how the school guidance programme can serve their needs.

3.2.2 Appraisal Service

In appraisal service, the counsellor makes use of data which he has gathered, organised and interpreted. This may be done through the teachers, parents and significant others. The pupils have cumulative record folder where the information and data about them are kept. All the necessary information or data needed for appraising a pupil are usually obtained from the pupil's cumulative record. The information in

this record could serve as background information whenever the need for counselling arises. Through the appraisal services, gifted children can be identified and helped.

3.2.3 Information Service

The counsellor also provides information service in the school system. He/She provides educational, vocational and social-personal information so that the students/pupils can make better information on various aspects of life. The pupil needs to be exposed to information service so that he/she can understand himself, his world and his abilities in order to utilise his/her potentialities fully.

SELF-ASSESSMENT EXERCISE

- i. Highlight the duties of a counsellor in the following guidance services:
 - a. Orientation service
 - b. Appraisal service and
 - c. Information service.

3.2.4 Counselling Service

Counselling service is the heart of the school guidance programme. Objective of counselling includes helping the client to understand himself better which will enable him to make a wise and realistic decision. In the primary school environment, learning, inter personal, emotional and adjustment problems could be solved through this service. Counselling could be educational, vocational or personal-social. Counselling service can be carried out to an individual, as a person (counsellor and the client), and in group (counsellor and a number of clients).

3.2.5 Placement Service

This service is designed to enhance pupils' development by assisting them to select, and use opportunities inside the school. The child in the primary school has to be properly focused upon and helped so that he can be properly placed in the appropriate secondary school of his choice.

3.2.6 Follow-up Service

Follow-up means monitoring of individual with a view of obtaining regular progress report on his performance and how satisfied he is with his academic performance. Follow-up is that review evaluation which is carried out to find out whether guidance service in particular and

educational programme in general satisfy the needs of the students/pupils. Follow-up service also affords the counsellor the opportunity to obtain an update for information about places and institutions he can refer client to in his referral service.

3.2.7 Liaison with the Community

The counsellor plays a great role in providing liaison between the school and local community as a result of his interaction with parents, employers, government officials and private humanitarian organisations. The counsellor occupies a vantage position interpreting the entire school programme to these various groups as well as the community in general.

SELF-ASSESSMENT EXERCISE

- i. Discuss the purpose of the following guidance services:
 - a. Counselling service
 - b. Placement service
 - c. Follow-up service

4.0 CONCLUSION

Guidance programme is executed in schools through guidance services. It is concerned with meeting students' needs. Guidance services are the activities organised by the counsellor in the school to assist the pupils in developing their potentials to the optimum.

5.0 SUMMARY

In this unit, you learnt about how the counsellor can coordinate the guidance programme in the school. You also learnt about what the guidance programme is all about and the purpose of it in schools. The various guidance services were also enumerated and discussed.

6.0 TUTOR-MARKED ASSIGNMENT

1. Assess the importance of the information and appraisal services in the school.
2. Identify guidance services that can be employed to solve educational problems.
3. Discuss the various guidance services a counsellor is expected to carry out in a school setting.

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UNIT 5 DEVELOPMENTAL COUNSELLING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
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 - 3.4 Goals of Developmental Counselling
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- 5.0 Summary
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1.0 INTRODUCTION

In the previous units we have examined the various guidance services organised in the school by the counsellor with the assistance of every member of staff and also the role of the counsellor as the coordinator of school guidance programme. In this unit, you will be exposed to developmental counselling. Also, you will gain insights into the rationale and goals of developmental counselling. By the end of this unit, you will have an overall view of developmental tasks of children between 0 – 12 years in addition to what school counselling is all about.

2.0 OBJECTIVES

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

- define and explain the concept of developmental task;
- explain the rationale for developmental counselling in schools;
- discuss the developmental tasks of children between ages 0 – 12 years; and
- identify the goals of developmental counselling.

3.0 MAIN CONTENT

3.1 Developmental Counselling Programme

Developmental counselling is a structured, sequenced large-group activity directed to the needs and interests of all pupils/students in the school. It is also a programme that is sensitive to the developmental competencies and interests of students at different class levels. It is a helping process in which the counsellor and teacher present a series of lessons representing a curriculum of counselling.

Developmental counselling programme is designed to permeate all aspects of school counselling programmes. It pervades social – emotional issues throughout childhood development including pre-school. The developmental approach targets the accomplishment of student/pupil competencies in three main areas of living. They are Personal/social, career/vocational and academic/ learning development.

Personal/social development identifies competencies that will assist students/pupils in understanding and expressing self, as well as looking at how to relate to others as individuals and in groups; helps students/pupils see how their thinking, feelings, and behaviours shape their personalities, their being and their interpersonal relationships.

Career/Vocational development targets competencies that will assist students/pupils in exploring career decision-making and enables them to make a successful transition from school to the world of work.

Academic/learning development provides activities and experiences that develop competencies leading to a student's /pupil's educational achievement and success.

Developmental counselling programme is systematic and strategically designed. In developmental counselling, students or pupils are exposed to programmes that attend to their developmental and personal needs.

SELF-ASSESSMENT EXERCISE

What do you understand by developmental counselling programme?

3.2 Rationale for Developmental Counselling Programme

A developmental counselling programme assumes that as individuals grow, they encounter certain developmental challenges that if met, allow that students or pupils to act in responsible ways, if school counsellors offer a developmental and preventative curriculum that employs both individual and group methods, students or pupils will be able to learn to

communicate effectively, act responsibly, and live purposeful lives that are safe, satisfying and productive.

Developmental counselling programme is based on the premise that all students or pupils need assistance throughout their school years in accomplishing developmental tasks. Successfully achieving these skills can lead each student or pupil to a sense of personal fulfillment and enhance the quality of life as a productive person in society.

Due to the variety of social problems in the society like poverty, violence, teenage pregnancy, dysfunctional families, drugs, etc., which threaten the growth and development of young people in the society. School counsellors therefore believe that teaching life skills is critically necessary in preparing all pupils/students for life. It was from this rationale that a developmental school counselling programme was established.

SELF-ASSESSMENT EXERCISE

Outline the rationale for development of school counselling programme.

3.3 Developmental Tasks and School Counselling

3.3.1 Definition of Developmental Tasks

Developmental tasks are tasks that arise during different stages of individual development and whose successful completion leads to happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and the difficulty with later tasks. These tasks are dictated by factors such as an individual's physical maturity, psychological competence and one's societal expectation.

The cognitive, emotional and behavioural changes needed to continue along the path of further growth are called developmental tasks.

3.3.2 Developmental Tasks

According to Havighurst (1972), critical tasks arise at certain times in our lives. Mastery of these tasks is satisfying and encourages us to go on to new challenges. Difficulty with them slows progress toward future accomplishments and goals.

Havighurst has identified six major age periods:

- Infancy and early childhood (0 – 5 years)
- Middle childhood (6 – 12 years)
- Adolescence (13 – 16 years)
- Early adulthood (19 – 29 years)
- Middle adulthood (30 – 60 years) and
- Later maturity (61 +).

Below are the developmental tasks of infancy to middle childhood.

Developmental Tasks of Infancy and Early Childhood (0 - 5 years):

- Learning to walk
- Learning to take solid foods
- Learning to talk
- Learning to control the elimination of body waste
- Learning sex differences and sexual modesty
- Forming concepts and learning language to describe social and physical reality
- Getting ready to read.

Developmental Tasks of Middle Childhood (6 – 12 years):

- Learning physical skills necessary for ordinary games
- Building wholesome attitudes towards oneself as a growing organism
- Learning to get along with age-mates
- Learning an appropriate masculine or feminine social role
- Developing fundamental skills in reading, writing and calculating
- Developing concepts necessary for everyday living
- Developing conscience, morality, and a scale of values
- Achieving personal independence
- Developing attitudes towards social groups and institutions.

3.3.3 School Counselling

Guidance and counselling programme is a total and comprehensive approach that integrates a curriculum of counselling into the educational process for all students or pupils in the school. Counselling is the core of the school guidance programme. It is a personal relationship between a counsellor and a counsellee with the aim of assisting the latter in self-understanding, decision-making and problem-solving. It is also oriented towards facilitating effective learning skills, acceptable habits and appropriate behaviours in individuals. A comprehensive school counselling programme is developmental, systematic, sequential, clearly defined and accountable. Due to the developmental characteristics and

needs of the children at the primary school level, school counselling programmes put special emphasis on developmental issues and prevention. Also, because of the manner in which primary school systems are structured, the counselling programme will make special use of group methods, consultations with parents and teachers, and the use of the classroom to accomplish the objectives of the counselling programme. School Counselling services include the following:

- educational planning
- career development and counselling
- school counselling
- developing and facilitating anti-violence education programmes or conflict resolution programmes, or both
- providing crisis intervention programmes within the school setting
- making appropriate referrals to outside agencies
- interpreting achievement, career, and vocational test information.
- providing individual and small group counselling
- addressing the developmental needs of students or pupils by designing curricula for classroom counselling and guidance
- consulting and counselling with parents for the academic, careers and personal success of their children.

SELF-ASSESSMENT EXERCISE

- i. What are developmental tasks?
- ii. Discuss the following:
 - a. The developmental tasks of children of age bracket 0 – 5 years.
 - b. The developmental tasks of middle childhood.
- iii. List six (6) school counselling services carried out by the counsellor in primary school.

3.4 Goals of Developmental Counselling

The goal of the comprehensive school counselling programme is to provide all students with life success skills. It is designed to help students or pupils acquire knowledge, skills, and attitudes in three domains; academic, career and personal/social/emotional. Within each domain, there are several goals as will be discussed as follows:

Domain A: Academic Goals

As a result of participation in the school counselling programme, pupils are expected to acquire the knowledge, skills, and attitudes to:

- develop positive attitudes towards school and focus on lifelong learning, develop effective study skills
- understand the school environment and develop an awareness of learning success in knowledge and skills.

Domain B: Career Goals

Many schools offer programmes such as career day or job shadow opportunities to help expose pupils to different career options. As a result of participation in the school counselling programme, pupils will acquire the knowledge, skills and attitudes to:

- make appropriate career decisions
- establish goals, plan and prepare for the future.

Domain C: Social Emotional Goals

As a result of participation in the school counselling programme, the pupils will acquire knowledge, skills and attitude to:

- understand, accept and respect self
- understand and get along with others, respect cultural diversity and other differences
- behave responsibly in the family, school, and the community
- communicate effectively in groups
- resolve conflicts in safe and responsible manner.

4.0 CONCLUSION

Developmental counselling programme should be based on the competencies identified in the child as the child develops. School counselling programme enables counsellors to impact pupils in their personal, academic, and career development. It also provides a cost effective service to all pupils. It provides information that takes care of pupils' developmental and personal needs.

5.0 SUMMARY

The following are the major highlights of what you have learnt in this unit:

- Developmental Counselling Programme
- Rationale for developmental counselling
- Definition of developmental tasks
- Developmental tasks of infancy-middle childhood
- School counselling
- Goals of developmental counselling.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define and explain the concept of developmental task.
2. Discuss the rationale for developmental counselling in school.
3. Discuss the developmental tasks of pupils of age bracket 6 – 12 years old.
4. Identify the social/emotional goals of developmental counselling of school children.

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