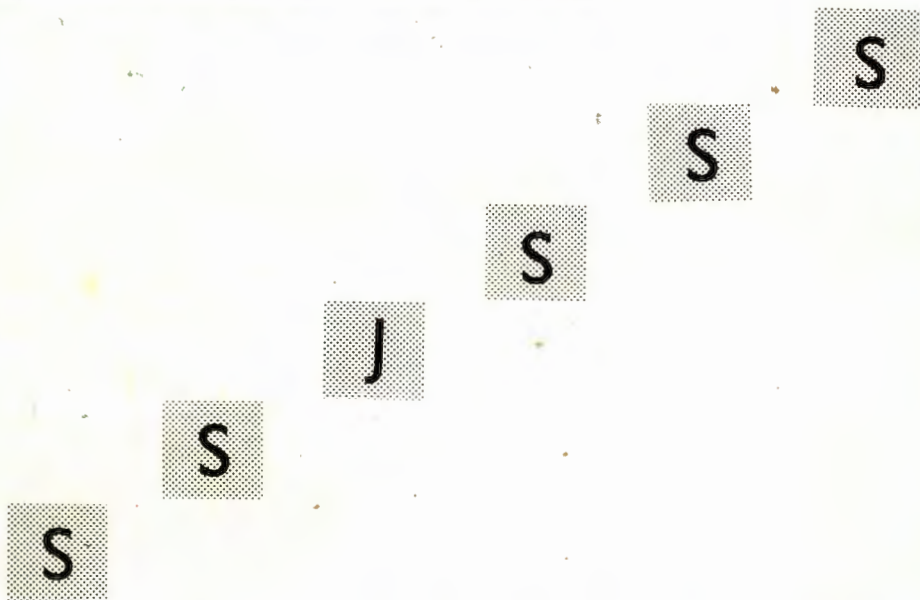




# IMPLEMENTING



## THE 3—3 SECONDARY EDUCATION SYSTEM IN NIGERIA

## **GUIDANCE AND COUNSELLING IN THE NEW SECONDARY SYSTEM**

By

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As part of efforts to make education relevant to the needs of the country, the Federal Government of Nigeria has embarked on the 6-3-3-4 system of education. This paper identifies the significant role, Guidance and Counselling has to play in the 3-3 Secondary system in achieving the laudable goals of educational planners. Thus the papers will focus on the nature of Guidance and Counselling itself, an analysis of Guidance and Counselling as a helping relationship, an evaluation of the National Policy on Education with reference to Guidance and Counselling and the practice of Guidance and Counselling in the new secondary system through practice.

### **Meaning and Nature of Guidance and Counselling**

Any attempt to define or explain Guidance and Counselling must take into consideration the two operative words, Guidance on one hand and Counselling on the other, Guidance is recognized as a distinct service with its basic principles and philosophies. Shertzer and Stone (1971) ; Beck (1963) have contributed immensely to Guidance as service in their Fundamentals of Guidance and Philosophy of Guidance respectively.

Counselling on the other hand is seen by some as Guidance service with deeper helping involvement. To some, one can incorporate, guidance during counselling and vice-versa, thus the need, for the two operative words Guidance and Counselling. Distinction are nevertheless made between Guidance, Counselling and psychotherapy.

### **Guidance**

Guidance itself has been defined in many ways. For individuals who do not claim it as part of their occupational titles, its meaning seems at face value to derive from its root word, "guide", which means to direct, pilot, manage or steer (Shertzer and Stone 1971). In Middle English, the word guidance was spelled "gyder". This word in turn came from the older word "witan". The Teutonic origin of "witan" meant "to watch over" and "to know", Oana (1979).

Thus, parents and other lay persons basically view the Counsellor as one who steers children into away from certain occupational or educational endeavours. Conceptually, guidance denotes the utilization of a point of view in order to help an individual, as an educational construct, it refers to the provision of experiences that help pupils to understand themselves and as a service, it refers to procedures and processes organized to achieve a helping relationship. Research into literature on guidance will indicate many definitions of guidance, some of which may overlap. Guidance as conceived by Shertzer and Stone (1971) is the process of helping an individual to understand himself and his world. The process in the definition denotes that guidance is not a single event but a series of actions or steps progressing towards a goal. The word helping is defined as aiding, assisting or availing. The word individual refers to normal means that the individual perceives clearly the nature of his person, he experiences his world, his surrounding and people more.

### **Guidance Services**

Guidance Services in the school system in a typical secondary school is generally organized into :

- (a) The appraisal service ;
- (b) The informational service ;
- (c) The counselling service ;
- (d) The planning, placement and follow up service ;

The appraisal service involves, collection, analysis and the use of both objective and subjective personal, psychological and social data about each pupil to enable us to understand the pupil while the pupil also has the opportunity to understand himself or herself. The informational service enables the students to have greater knowledge of educational, vocational and personal social opportunities.

The counselling service enables the students to understand themselves through dynamic or small group relationships. The planning, placement and follow-up activities enables the students to develop vocationally through selection and utilization of job opportunities within the school and in the labour market.

### **Counselling**

The word counselling, comes from the Latin verb "consulere" which means "to consult". In some European cultures, people go to the *consiglieri*, or consellor, for help, advice and support during times of need or trouble, Oana (1979).

Thus from the roots room where these two words, Guidance and Counselling have emerged. It may now be understood why some lay persons see Guidance as meaning merely watching over some one or merely lending assistance while counselling means to them giving advice or lending to a person in problem.

However, Guidance and Counselling of today have taken on more specific professional definitions with specified and supervised programmes of training. Counselling may be viewed as a learning - oriented process carried out in a simple one to one social environment, in which the counsellor, or the helper, who is professionally competent in psychological skills assists the client, or helpee or clientelle by methods appropriate to the latter's need.

Whereas Guidance may be viewed as a broad term applied to a total school programme of activities and services, counselling may be seen as special guidance service and is characterized by deeper involvement with the client or smaller group of individuals.

*Counselling services* : Counselling services in a typical secondary school can be divided into these five generalized categories :

- (a) Counselling students
- (b) Counselling with teachers
- (c) Counselling with administrators
- (d) Counselling with parents
- (e) Counselling with people in the community.

In addition to guidance services, one would expect the counsellor to get also involved in counselling the students on education, occupation, social and personal problems. He should be able to liase with the teachers on the concern of the students. He has to cooperate with administrators in the school for the welfare of all students while ensuring order and discipline in school. The counsellor will need to liase with parents of students and keep them informed as to the development of the students. The Counsellor needs to work with people in the community which may serve as referral or support system to his counselling services.

### **Guidance and Counselling as a Helping Relationship**

It is equally important to understand Guidance and Counselling as a helping relationship and while discussing the practice of Guidance and Counselling in the New Secondary System. The pupil has to be helped to utilize his potentials and also benefit from the secondary system of education. Such helping relationship should foster the students educational growth, careers development and personal social growth.

### *Components of a Helping Relationship*

A helping relationship involves the helper or the Counsellor and the helpee who is the client. The two must come together in setting. Their coming together establishes a relationship and there must be an issue or problem to be resolved.

*The Counsellor* : How the client reacts to the client and how he communicates his feelings are important in the relationship. He must demonstrate not only skill but also show the characteristics expected of a helper.

He also must show skill in attending, responding initiating and communicating behaviours.

*The client* : The helpee or the client must play his expected role before counselling can be meaningful and effective.

*The physical setting* : The counselling interview has to take place in the appropriate physical setting that will enhance change in behaviour.

*The relationship* : The counselling relationship must ensure privacy and confidentiality while also adhering to the codes of ethics of the helping profession as stipulated by the association of the profession.

*The problem* : The counselling interview must lead to understanding the problem of the client and better awareness of self on the part of the client.

*The interview* : The extent and duration of the interview will depend on the nature of the problem. There must be establishment of rapport, provision of structure, helping the client to verbalize and alertness to client's feelings and needs must be shown.

### **Guidance and counselling and The National Policy on Education**

Having understood what Guidance and Counselling is about one needs to examine the National Policy on Education with reference to Secondary Education and Guidance and Counselling.

Some of the aims of secondary education as stated in the National Policy on Education which can be achieved through counselling include :

- (a) catering for the differences in talents of students ;
- (b) assisting students to live effectively in our modern age of science and technology ;
- (c) raising a generation of people who can think for themselves, respect the views and feelings of others. Respect the dignity of labour, and appreciate values and live as good citizens ;
- (d) inspiring students with a desire for achievement and self-improvement both at school and in later life.

Before these objectives can be achieved, appropriate educational services in form of Guidance must be provided in addition to intellectual training the students are to receive. These are important objective students should acquire. Subjects in the new 3-3 system through which some of these aims could be achieved include social studies, art religious and moral instructions. Guidance can also be built into subjects.

The need for Guidance and Counselling in the 3-3 secondary system is further recognized by section iv, sub-section 11 of the revised National Policy on Education (1981) which stated as follows :

In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and Counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce, Government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and Counselling will also feature in teacher education programmes. This pronouncement must be vigorously pursued to make the new secondary education successful.

## **Practising Guidance and Counselling in the Secondary System**

The practice of Guidance and Counselling in the new Secondary System must provide students in the system adequate informational service. This information includes what the new system is all about and how to utilize the various opportunities to be offered by the system. For the students to succeed in the system, they will need to demonstrate competence and responsibility. Through appropriate informational service the students can meet the challenges of today and tomorrow which is one of the objectives of the new system.

### **Need for the informational services**

The guidance programme organised by the Counsellor in the new system must equip students with basic knowledge needed to think through important personal issues, extent of education, choice of occupation, maintenance of individuality with which they are confronted.

In the practice of Guidance and Counselling, the students must be afforded the opportunity to appraise ideas, conditions and trends, in order to drive personal meanings and implications for the present and future.

Informational service, if incorporated in the service offered the students will lead the students to take mature decisions on the basis of known data. Students must also be provided with opportunity to understand their choices and consequences of their choices.

Data in informational service are frequently categorized into three major areas ; educational information, occupational information, and personal-social information.

*Educational information* : This is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life. More specifically, the students are to be acquainted among other things, the following :

1. School hours and regulations.
2. Information on subjects to be offered.
3. School clubs and societies.
4. Values of education.
5. Existing post-high school educational programmes and their entry requirement.
6. The education and training required for different occupations.
7. Study habits and skills.

### **Occupational Information :**

Occupational information is valid data about positions, jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, advance pattern, existing and predicted supply and demand for workers and sources for further information.

Thus, among other things, occupational information would provide data relevant to the following :

1. Labour force, size, composition, geographic factors, sex, racial age distribution and major industrial groups.
2. Occupational structure and major occupational groups.
3. Work trends including labour supply, population changes and technological changes.

4. Labour legislation.
5. Duties of certain occupations and nature of work.
6. Qualifications necessary for employment in various-occupations.
7. Preparation needed for various occupations.
8. Methods of entering occupations and method of advancement.
9. Earnings and other rewards of various occupations.
10. Conditions of work in various occupations.

The National Policy on Education indicated listed subjects to be offered at the Junior High School and Senior High School as follows :

### **Junior High School**

<i>Core Subjects</i>	<i>Pre-Vocational Subjects</i>	<i>Non-Vocational Electives</i>
Mathematics	Woodwork	Arabic Studies
English	Metal work	French
Nigerian Languages (2)	Electronics	
Science	Mechanics	
Social Studies	Local Crafts	
Art and Music	Home Economics	
Practical Agriculture		
Religious and Moral Instructions	Business Studies	
Physical Education		
Prevocational Subjects (2)		

### **The Senior High School Course :**

<b>Biology</b>	<b>Bible Knowledge</b>
<b>Physics</b>	<b>Islamic Studies</b>
<b>Chemistry</b>	<b>Arabic Studies</b>
<b>Additional Maths.</b>	<b>Metal Work</b>
<b>Commerce</b>	<b>Electronics</b>
<b>Economics</b>	<b>Technical Drawing</b>
<b>Book-keeping</b>	<b>Woodwork</b>
<b>Type-writing</b>	<b>Auto-mechanics</b>
<b>Shorthand</b>	<b>Music</b>
<b>History</b>	<b>Art</b>
<b>English Literature</b>	<b>French</b>
<b>Geography</b>	<b>Physical Education</b>
<b>Agricultural Science</b>	<b>Health Education</b>
<b>Home Economics</b>	<b>Government, etc.</b>

### **Guidance and Counselling**

Guidance and Counselling must provide educational and occupational information on each of the subjects listed at the junior and senior high school.

#### **Personal Social Information**

Social information is valid usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human beings which will help a student to understand himself better and to improve his relations with others.

Personal social information service among other things include the following :

1. achievings mature relationships with the same and the opposite sex.
2. understanding masculine and feminine roles.
3. developing healthy personalities.
4. personal appearance, manners and etiquette.

### **Appraisal Service :**

The practice of Guidance in the new secondary education system must provide opportunities for the students to understand themselves and aid them in making meaningful decisions. Appraisal could take the form of tests or non-tests. Tests serve the following purposes in the school system :

1. *Prediction* : decisions involve predictions, how well individuals will do at a later time ;
2. *Selection* : tests are used to accept some individuals and reject others ;
3. *Classification* : tests are used to group students into classes or groups.

*Evaluation* : tests are used to assess and to evaluate programmes, methods, treatments and the like.

Tests may be mental ability tests, achievement tests, aptitude tests, interest inventories and personality inventories. These tests must be properly constructed and utilized for the benefit of students in the new system of education.

*Mental tests* : estimate intellectual functioning, examples are intelligence, academic ability and scholastic aptitude.

*Achievement tests* : are designed to measure the outcomes of instruction.

*Aptitude tests* : are tests designed to measure an individual's ability to acquire with training some knowledge, skill or set of responses.

*Interest inventories* are designed to measure the likes and dislikes of the individual. *Personality inventories* are designed to assess the non-intellectual aspects of an individual's psychological make up.

Non-test Techniques that may be used in the practice of Guidance and Counselling include the following :

*Observation* : Which may be in real or laboratory setting ;

*Anecdotal records* : consisting of an objective description of pupil behaviour in a particular environmental setting ;

*Rating scales* : are also used by school personnel to implement observations.

*Cumulative records* : organized progressive record of information about the individual student which distinguishes him from all other students ;

*Pupil-data questionnaires* : are used to obtain vital information about students ;

*Autobiographies* : a person's own written report of his life ;

*Sociometric techniques* : concerned with the interpersonal preferences among members of a group in reference to a stated criterion ;

*Case studies* : are methods of summarizing data about an individual.

### **Individual and Group Counselling**

The practice of Guidance and Counselling in the new system of secondary education must include individual counselling of students. Time must also be set aside to reach a larger group of students through counselling.

### **Counselling and Parents**

Counselling must be extended to parents, on what the new system is all about and how their children are being appraised and classified. The school and the home are two strongest forces in the lives of children, hence there must be home-school co-operation. The Counsellor can work with parents to achieve this co-operation. The home and the school can co-operate effectively not only in dealing with problems of child guidance but discussions of college choice, vocational development and educational planning.

**Counsellors and Teachers :** Counsellors can help teachers interpret and use facts from appraisal to parents of students. Counsellors can also help teachers, administrators and parents with the implications and applications of what is known about child growth and development. Counsellors can help teachers use guidance tools more effectively.

**Counsellors and Administrators :** The counsellor must provide school administrators evidence of student achievements, interest and other activities. This permits administrators to determine whether the school is accomplishing its goals. Counsellors can help the students to see more clearly the problems and needs of students and providing for such needs. Counsellors can assist administrators by ensuring that students are disciplined.

### **Guidance and Counselling**

Guidance and Counselling has a significant role to play in the new system of education. The government and the Federal and State level must provide facilities for the counsellor to achieve the objectives stated in the National Policy on Education. The Counsellor has to work in co-operation with other personnel in the school system to make the experience of the student worthwhile.

#### **References :**

- Beck, C. E. Philosophical Foundations of Guidance. Englewood Cliffs, N. J. Prentice Hall Inc. 1963.  
National Policy on Education, Lagos, Federal Government Press 1981  
Oana Kathering. Opportunities in Counselling and Guidance. Skokie Illinois. National textbook Co. 1979.  
Shertzer B. and Stone, SC. Fundamental of Guidance. Boston, Houghton Mofflin Co. 1971.

### **Group activities on the theme**

Guidance and Counselling in the New Secondary System.

Each group to :

1. Elucidate the Problem of the Client ;
2. Select a variety of possible settings/strategies for counselling ;
3. Engage in *role playing* on helping relationship (helping the client, clarify, understanding, solve his problems) ;
4. Reflect/make recommendations on How Counselling can help attain the objectives of the 3-3 Secondary Education System.

The main features of group activities to be the role play, but groups also asked to present a short What-we-have-learnt report.

The groups to apply their discussions and role play to various areas of problems/tasks for guidance and counselling :

Group A : Career Choice/Selection of areas of study.

Group B : Truancy

Group C : Hatred of school work

Group D : Difficulty with maths/physics

Group E : Shyness