

# Guidance And Counseling

## **THE MEANING OF GUIDANCE**

Many people use the two terms, guidance and counseling interchangeably, or as if they have the same meaning.

- Guidance comes from the root word “to guide” which could mean – to bring out or to lead. It could also mean to monitor, to direct or to help.
- Guidance is a process of helping someone to make a good and informed choice.
- Guidance is the act of directing a person to a desired goal
- Guidance involves making people understand themselves and what goes on around them.

Therefore, “Guidance is the process of helping an individual to understand himself and his world”. The meaning of these terminologies is;

**Process:** The word “process” in the definition implies that guidance is not a one-day activity or a single episodic event, it takes place over time and it involves a series of actions which are pursued step by step in a progressive manner towards a goal.

**Helping:** means that guidance must be seen as aiding, assisting or availing. Professionals like Psychologists, Counselors, Nurses, Social workers and many others help to prevent human difficulties and improve human situations during guidance.

**Individual:** This refers to the student, client or counselee in the given context. Guidance can be for the school child, the teacher, parents or administrator, in fact everybody needs guidance.

**Understanding himself and his world:** This means that guidance brings the individual to self-awareness by clearly perceiving the nature of his/her person and the world around. In effect guidance provides assistance to individuals to know their strengths and weaknesses as well as the prospects, opportunities and facilities around them for their advancement.

The guidance programme can be viewed as a group or cluster of services made available to learners to better understand themselves and the world around them so that they can take wise, objective and rational decisions and make informed choices.

## **THE MEANING OF COUNSELING**

Thompson and Poppen (1972) stated that “Counselling is a person to person relationship in which one person helps another to solve a problem”

## **OTHER DEFINITIONS OF COUNSELING**

- Counseling takes place mostly between two persons (counselor and client) except in the case of group counseling.
- Counseling takes place in a confidential setting
- Counseling is started by a person who needs help and maintained by the counselor to ensure a positive change in the behavior of the client
- Counseling helps to cure emotional problems

## **SIMILARITIES BETWEEN GUIDANCE AND COUNSELING**

- Both guidance and counseling are processes; they are continuous activities that take more than one session or a day to complete
- Both guidance and counseling are helping activities intended to help some persons to prevent or remedy human difficulties.
- In both guidance and counseling there is a knowledgeable and experienced person (counselor, teacher or guidance co-ordinator) who helps a less knowledgeable person (a client or student)
- In both guidance and counseling activities, the client or student is left free to take his/her own decision or make a choice. There is freedom of choice in both guidance and counseling
- Both guidance and counseling have set goals to be achieved.
- Both guidance and counseling aim at growth, independent thinking and self-reliance to attain the best. The implication is that both guidance and counseling are concerned with the personal development of the individual or client

## **DIFFERENCES BETWEEN GUIDANCE AND COUNSELING**

	Guidance	Counseling
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| 1 | In guidance recipients of the service are not always worried or emotionally disturbed; “normal” persons can seek guidance | In Counselling, the recipients or client are mostly worried or disturbed. |
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2 Guidance is preventive in nature and is intended to prevent a problem from occurring eg: a talk on sex education to primary school pupils before they enter adolescence. Counseling on the other hand is curative in nature. It is provided when a problem has already occurred. Counseling helps to cure the emotional distress of the client

3 Guidance provision may not be emotional and may not involve strong feelings. Counseling is almost always emotional and involves strong feelings. It is intimately personal and highly emotional as the counselee talks about his/her total life and exposes himself/herself completely to the counselor. 4. Guidance is broader and has many services falling under it.

Counseling is one of the services of the guidance programme

5. Guidance is provided mainly to students in groups and therefore it is public and as such other media like; letter, telephones, public lectures etc, can be used. Individual counseling takes place between only two persons at a time: the student or client and a professional who is the counselor there is a greater degree of confidentiality in counseling

6 Guidance can be given within certain periods, it is given within a specific time eg: a talk to be given within a specific time duration.

Counseling is a

continuous process and goes on throughout the individual's life time ie. It considers the longitudinal development of the individual (from birth throughout life)

7. Guidance like advice can be given by anybody who feels capable of doing so. Counseling is highly specialized and professional and is provided only by professional qualified and trained persons who have gone through special courses in Behavioural Sciences and are well versed in the use of interpretation of tests and Counseling techniques

8 Guidance services provided to students are various and usually have a broad outlook eg: a talk on the dangers of drug abuse to SSS student

Counseling is very specific and it focuses on the direct needs, problems and the feelings of the client

9 Guidance programmes are usually initiated by the teacher or counselor, they are counselor-initiated. Counseling is usually initiated by the client who has a problem, it is client-initiated

10 Guidance is knowledge-based and it deals with information, facts, principles, methods and cognition. Counseling is affective in nature; it deals with the values, emotions, feelings and needs of the client.

### **PUPILS PSYCHO-SOCIAL AND LEARNING PROBLEMS.**

In school, pupils face several problems which impede their academic progress.

Some of them are;

- Dishonesty
- Lying
- Stealing/Pilfering
- Truancy
- Destructiveness
- Quarrelling
- Teasing and Bullying
- Inattentiveness
- Hyperactivity
- Learning difficulties • Sexual misbehavior
- Rudeness etc.

#### **Inattentiveness**

Pupils who constantly fail to pay attention to what you teach are said to be inattentive. They are absent-minded, are always staring at the floor, wall, a book or any other object. Such pupils lose track of lessons and are highly likely to perform below expectation. Truancy

Truants normally leave home but never reach the school; they intentionally stay away from school without permission. Truancy leads to poor academic performance because the pupil misses most of the things that are taught in class. Again, truants are likely to learn other bad behaviours like smoking, drinking, stealing and drug abuse.

#### **Lying**

Telling a lie refers to failing or refusing to tell the truth about an event. In fact, pupils who tell lies are never trusted as nobody knows when he would be telling the truth. Children mostly tell lies to win favours or to escape punishment.

Anyagre and Dondieu (2006) listed the following as the factors that lead to the psycho-social and learning problems of pupils. • Factors relating to the child himself/herself

- Factors relating to other pupil or students
- Factors relating to teachers and the school
- Home-related factors
- Pressures from the society
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### HOW TO HELP YOUR PUPILS OVERCOME THEIR PROBLEMS

As a guidance teacher you can do any of the following to help your pupils: • Create a conducive and friendly atmosphere in the classroom, for learning

- Avoid the use of the cane and other forms of corporal punishment
- Use good teaching method that get the children involved in lesson
- Use adequate and appropriate teaching/learning materials
- Form clubs and societies in the school
- Enforce the school rules on teasing and bullying
- Use school worship and other teaching lessons to develop good morals among pupils
- Consult with parents and significant others in the community on the behaviours of pupils.
- Link the school to the homes of the pupils through the formation of a strong and vibrant PTA
- Refer pupils with severe problems to specialists
- Provide facilities for leisure and recreation

### THE NEED FOR GUIDANCE AND COUNSELING KINDERGARTEN AND PRIMARY SCHOOL

We need to provide guidance and counseling to kindergarten and primary school pupils for the following reasons.

- To ensure that pupils adjust properly to school, teachers, school rules and facilities available. Our modern schools bring together children of different ethnic, socio-economic and geographical background. Once the children come into new environments, they need to adapt to new patterns of

life as well as become familiar with the use of certain facilities. Guidance and counseling helps them to adjust with ease and as quickly as possible and protect them from unnecessary stress.

- To plan and develop suitable school programmes and curriculum needs of pupils. Guidance and Counselling helps to provide reliable information upon which suitable school programmes are designed to meet the peculiar needs of pupils. (either to accelerate or to consolidate content)
- To help make parents aware of certain conditions and situations at home which destabilize children and create negative behaviours such as parental beating, denial of basic necessities, separation and child labour.
- To provide appropriate play activities and facilities that are necessary of the physical, intellectual and emotional development of the children, especially at the kindergarten
- To help identify the needs of kindergarten and primary school and make them known to parents, teachers and others who help in the training of children
- To foster close co-operation between schools and the Educational and Social Work Support Service in providing for the needs of children.
- To help pupils understand and appreciate their uniqueness or how they differ from others

#### THE NEED GUIDANCE AND COUNSELING IN JUNIOR HIGH SCHOOLS

- To reduce the stress and anxiety associated with the bookish nature of high school education, which accounts for anti-social behavior like cheating in examinations. In the Basic Education Certificate Examination, the student has to remember all that she learnt from the primary school to Junior High School without guidance this can create stress and anxiety that can lead to anti-social behavior.
- To detect and remedy problems relating to development; each stage of development has its peculiar patterns and challenges. Junior High School Students are mostly in the adolescence stage and they need to understand the changes that appear in the bodies.

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- To help students to identify their aptitudes, gifts, interests, weaknesses etc, and come to terms with these and consider them when making choices of vocation or further schooling
- To provide Junior High School students with vocational information about jobs available and their entry requirements as well as those for which job opportunities are easy, so that they can make informed choices
- To alert students about the dangers in such vices like drug abuse, alcoholism, indiscipline and sexual misbehaviours
- To develop in students positive attitude to life in general and work in particular.  
To help students to develop appropriate learning skills to improve upon

their performance

- Parents would appreciate the choices their wards are helped to make in terms of schools, courses and vocation.
- Parents would remove such negative factors like beating, neglect, child denial and child labour that affect the development of children
- Parents would understand and appreciate the changes that appear in the bodies of their wards.
- Teachers would see the need to teach all subjects to make sure that the interests, aptitudes and talents of all pupils are catered for
- Teachers would be able to address the psycho-social and learning problems of children and thereby improve the academic output of learners. • Teacher would see the need to assess pupils objectively and comprehensively to obtain holistic information to help them choose vocations or educational programmes
- Teachers would address disciplinary problems better and avoid the use of corporal punishment

#### BASIC PRINCIPLES OF GUIDANCE

Psychologists like Gibson, Mitchell, Shertzer and Stone, Peeku, Miller, Peters etc. have outlined the following as the basic principles of guidance and counseling practice.

- Guidance is concerned primarily and systematically with the personal development of the individual; This principle implies that guidance
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should seek the total development of the individual. The primary concern of guidance practitioners therefore is to seek the intellectual, social, moral and occupational development of the learner. This overall development must be pursued systematically.

- Guidance is for all students

In many cases, guidance is offered to students when they are in trouble or encounter difficulties. This second principle emphasizes that if guidance is an integral part of education and education is for all, then guidance also is for all. Guidance programmes in the school must be planned in such a way that all the pupils in the school benefit.

- The primary mode by which guidance is conducted lies in individual behavioural processes

This principle implies that since guidance is concerned with personal development, what practitioners need to learn about as subject-matter is the personal world of the client. Through the use of personal interviews counseling relationships, test interpretation sessions and others, practitioners can advance students' understanding of their own personalities .

Guidance is oriented towards co-operation not compulsion

The absence of coercion or pressure is the hall mark of guidance. Guidance service should provide the student with all the necessary information upon which he/she can exercise the right to choose. Guidance is predicated on consent and not coercion or using force to make the client obey. A pupil comes for guidance because he believes that he could be helped to solve his problem.

- Guidance is based upon recognizing the dignity and worth of individuals as well as their right to choose

This principle means that guidance respects the right of each individual to self-worth and self-development. Practitioners of guidance therefore need to accept the right of the learner to be respected and considered a person of worth, capable of exercising his/her freedom. In guidance therefore personnel only help individuals by providing information and alternatives that would help clients to select their own purposes of life.

- Guidance is a team effort

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The implication of the principle is that, the needs of pupils and students are varied and numerous. For this reason, the guidance co-ordinator cannot be equipped with all the skills, techniques and expertise to enable him satisfy all the needs. Other resource personnel like teachers, psychologists, social workers, nurses and administrators need to be invited to assist where necessary. • Guidance is a continuous longitudinal and developmental process This principle means that guidance begins as soon as the child enters school and continues till he leaves. Problems arise at each developmental stage and help is required at each level. We need not wait till the secondary school level before we start solving problems we could have solved earlier; we need not store problems for the future.

- Decision making is essential in guidance

This means that, the guidance programme is directed towards helping individual to make well informed choices and decision: in effect, to reach a goal. Guidance accept the fact that people make wise choices and intelligent decisions when they are given relevant information or encouraged to collect the requisite data. Guidance should therefore provide the means and resources through which individuals are helped to make effective decisions to achieve their goals and fulfill their needs and aspirations

#### NEED FOR PRINCIPLES IN GUIDANCE

The availability of principles in the guidance programme is important for the following reasons:

- To ensure uniformity in practice among all practitioners of guidance and counseling
- To co-ordinate guidance service – one guidance service supplementing the provisions of other services, for example the Appraisal Serves helps in making vocational and educational placement

Making professionals in the field see themselves as playing complementary roles. No one person on his or be won can single handedly provide effective guidance.

- To provide an appropriate framework for counselor-client interaction
- #### SKILLS NEEDED BY THE TEACHER IN HANDLING PUPILS IN THE GUIDANCE PROGRAMME.

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Skills are special flairs or techniques for getting something done in an artistic way. In the classroom, we want to emphasize that the pupils you handle are delicate and therefore have to be managed with great care. Again, they have a lot of hidden talents that have to be unearthed through the way you handle them. They have peculiar exceptionalities and problems that affect their lives in general and their studies in particular; and which need to be addressed by the teacher. However, for you to be able to help these pupils to develop well, you need certain professional skills and competencies to maximize your efforts.

#### Listening skill.

The skill of listening implies that you learn to attend fully to what your pupils say to you in guidance and counseling so that you can hear and understand what they say. Good listening skills help the teacher to understand the pupil's message of problem in an un-distorted manner. Again, when you listen well to your pupils, it motivates them to open up, speak out and participate in the process of seeking appropriate solutions to their problems.

#### Skill of acceptance

Acceptance is the attitude of genuinely receiving the pupil as he/she is; regarding him or her as a person of value or worth. When you show your pupils the attitude that you accept them; that you regard them in a positive sense and that you have a place in your heart for them, irrespective of their characteristics, you help them to develop positive perceptions of themselves and you.

#### Skill of empathic understanding

This skill deals with understanding the feelings of the pupils exactly as they say them. It involves experiencing the person's world as if you were the one (seeing the world through the eyes of the pupil or being in the pupil's frame of reference). To ensure empathic understanding, you need to be patient, caring, non-judgmental and do communicate with your pupils in genuine ways. When you show empathic understanding, you assure your pupils that you care about them, you support them and understand them well.

#### Questioning Skill

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This is a skill needed for probing pupils to locate the sources of their problems or knowing more about them. Hough (1996) outlines the following reasons for questioning.

- To elicit information
- To satisfy curiosity
- To show interest

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- To encourage further conversation
- To facilitate understanding
- To find out how others think
- To clarify issues
- To identify and clarify significant areas of concern
- To enhance intimacy
- To start a conversation, and
- To put others at ease.

The questioning skill will help you to seek more information on issues which are not clear or get to the details of issues. In using the questioning skill, it is more appropriate to use open-ended questions instead of close – ended ones so that pupils can express their opinions and feelings. Again we probe when we have a hypothesis or an informed guess which we want to prove or disprove.

#### Skill of Summarizing

In your interaction with your pupils, you need the skill and the capability to put together what your pupils tell you so that the trend of the information they provide is not lost. Summarizing helps to keep you the teacher and the pupils on track.

**Skill of role-play**  
The role-play skill involves you the teacher, a pupil and at times family members in a designed situation that is as close as possible to real life situation and relate to the pupils problem. The intention is to expose the pupil to an opportunity to obtain help in solving his/her problem. Ways of developing appropriate skills for handling pupils

For you to acquire the skills needed for handling pupils you need to learn and practice them through the following means.

- Observing other experienced teachers;

- Read for information from academic magazines, journals and textbooks on guidance and counselling;
- Attend workshops, seminars and in-service training session for professional development in teaching;
- Hold discussions with your colleagues on the topic;
- Get involved in guidance and counseling programmes in your school.

Roles of the classroom teacher in respect of pupils in the guidance programme

- Organize orientation sessions for new pupils entering the school or a class
- Teach all subject on the timetable to make sure that the interests and needs of all pupils are attended to:
- Assess pupils performances and enter their scores in the cumulative record book
- Consult with parents and significant others in the society to give and receive information about the child upon which important decisions about the child can be based.
- Inform pupils about the guidance services offered by the school •  
Organize career conferences and symposia to inform pupils about the requirements for various jobs
- Guide and counsel pupils on the choice of school subjects and vocations
- Initiate counseling discussion with individual pupils with problems
- Monitor the growth, development and progress of all pupils

Roles of the classroom teacher in respect or parents in the guidance

programme • Provide parents with information about the progress and other behaviours of their wards.

- Inform parents on what they need to do to ensure the participation and retention of pupils in schools.
- Provide parents with information about jobs and educational opportunities and their requirements.
- Educate parents on new jobs, new courses of study and new schools that are opened to children to choose
- Make parents aware of certain conditions and situations at home which destabilize children eg. Rejection, denial of basic personal and school needs; as well as beatings
- Encourage parents to take keen interest in the formation and activities of Parents Teachers Association in schools.
- Direct parents to places and institutions from where they can seek medical and financial assistance for their wards
- Expose the rules and regulations of the school to the pupils
- Explain to the pupils the structure of the school administration and its functions

- Enlighten pupils on the proper use of school structures and facilities •  
Provide information about the behaviours of pupils to the school authorities

- Serve on the school guidance programme team

Roles of the classroom teacher to the community in the guidance

programme • Teach pupils about the values, norms, traditions and the various occupations to help pupils get jobs in the future in their society

- Organize visits and excursions to geographical, occupational and historical sites in the community
- Educate the community on its responsibilities in the provision and maintenance of educational facilities.
- Consult and use resource-persons from the community in the teaching of certain subjects and lesson.
- Gear your teaching towards the solution of problems in society.

Roles of the classroom teacher in respect of the guidance co-ordinator

Let us consider the following roles that are expected to be played by you as a classroom teacher to assist the work of the guidance co-ordinator.

- Provide accurate and reliable appraisal scores on your pupils to the guidance co-ordinator
- Take active part in the guidance committee to plan and implement the guidance programme in the school.
- Direct pupils with specific problems to the co-ordinator
- Honestly supply information about the pupils' backgrounds, health etc. • Confer with the guidance co-ordinator in all matters relating to guidance.

## QUALITIES OF A COUNSELOR

The counselor is a professional who is expected to maintain harmonious relationships with groups and as such, must possess certain personal, academic and professional characteristics Personal Characteristics of a Counsellor

These are characteristics that relate to the personality of the counselor (his or her person) that bring about good counseling relationships. OluMakinde

(1991) cited in King, et al (2007) suggested that the characteristics of good counselor should include the following

- Be emotionally stable and able to foster a sincere wish to aid fellow humans,
- Be a good listener – must know how to listen to others and inspire confidence in those who come to consult him/her • Must have both a theoretical and a practical mind;
- Must be interested in the study of theories and also in the application of ideas to concrete situations;
- Must have a sound skill in analysis and synthesis
- Must be warm and responsive
- Must have sense of humour
- Must be patient, tolerant, neat, pleasant and broadminded
- Must be morally upright so as not to exploit the situations of the clients

#### Academic Qualities of the Counsellor

- A professional educator with specialized graduate level training in counseling and related guidance services in order to be able to cater for the normal developmental growth and solution of problems of pupils. • Knowledgeable in the theories of learning and motivation
- Able to construct, administer and analyses psychological tests
- An integral part of the school staff, a member of the Pupil Personnel

#### Service team

- A person committed to the idea that pupils will enhance and enrich their personal development and self-fulfillment if given an opportunity to experience an accepting, non-evaluative relationship in which they are helped to understand better, themselves and their environment and the relationship between them.
- A person who perceives, for example, that each child is unique and has a right to acceptance and self-development, the school is a democratic institution for all, that society is ever changing and complex and that he/she himself/herself is a member of the guidance team.

#### Professional Qualities of a Counsellor.

The professional attributes of a good counselor may include:

- An ability to help others reach solutions to various types of personal difficulties
- Strict adherence to code of ethical guidelines eg. Ability to preserve the confidentiality of the student/pupil or counselee;
- An ability in maintaining empathic understanding of pupils
- Being genuine, honest, sincere, fair, tactful and being able to build good rapport between himself/herself and the client
- An ability to assist pupils to identify their goals in life • Being non-judgmental.

Ways by which counselor can develop appropriate qualities

- Constant training or schooling in counseling
- Reading books and other relevant materials
- Attending workshops, seminars etc on counseling
- Interacting with experienced counselors;
- Adhering to the ethical guidelines of counseling • Taking active part in the school guidance programme;
- Empathizing the needs of clients.

### PEER-COUNSELLING

Peer-counselling may be explained as a counseling approach or practice which involves the counselor developing the needed skills and knowledge of some pupils or students to serve as “Counselors” to other pupils within and across different groups or class levels.

By this design, fairly mature pupils or students usually in higher classes are coached and guided to provide counseling services in some selected problem areas to other pupils or students. The whole idea of peer-counselling is based on the counseling principle that: “A problem shared is half solved”. The implication is that when a troubled person gets somebody to tell his or her problem to; that alone is something to relieve him or her. As you might have noted, a peer-counsellor may not possess all the needed qualities of a counselor, he/she may provide an immediate and reliable source of support to the pupil/student in trouble.

Importance of peer-counsellors in school

- If nothing at all, peer-counselling provides an avenue for catharsis. Pupils getting somebody to talk their problems to. This creates a chance for pupils to vent out their pent-up emotions.

- Certain issues like drugs, sex etc are better discussed among peers than with adult: peer-counsellors may answer questions pupils may be too shy to ask in the presence of adults;
- A high degree of confidentiality, as pupils have confidence in discussing their problems with their peers;
- Counseling situations involving peer-counsellors are less intimidating and less threatening;
- Peer-counsellors are of the same age and status as the clients and therefore share their experiences and problems and this makes them to empathize better with the clients' situations
- The peer-counsellor serves as a good model to the client and gives him the assurance that she/he is capable of coming out of his/her difficulties.
- Encouraging peer-counselling creates the opportunity for young persons to get involved in the process of helping others to solve their problems • Peer-counselling opens up the counseling programme and profession to young persons at an early stage (catching them young) •  
Peer-counselling is cost-effective (it saves time)
- The peer counselor may know the client and his or her problem and therefore the client cannot play false
- Peer-counselling starts in the community and as such it creates a common understanding between the peer-counsellor and the client and this helps them to share their experiences from which the client is supported towards taking healthy decisions. Problem associated with peer counseling
- Being immature, the peer-counsellor may divulge information shared at a counseling session and therefore disturb that trust and confidence needed for the counseling
- Not all problems of clients can be handled by the peer-counsellor; he/she will be operating on very limited areas
- Peer-counsellors may lack such appropriate skills like acceptance, listening questioning and building positive rapport;
- Peer-counsellors may be facing similar problems like their clients and be found wanting in their efforts;
- Theories of learning and motivation. Test construction administration, scoring and analysis of results which are pertinent for problem-

solving and decision making are above the capabilities of peer-counsellors; peer-counsellors therefore operate in a limited sense.

## OVERCOMING CHALLENGES IN THE GUIDANCE PROGRAMME

To be a successful guidance teacher, you need the co-operation and support of our fellow teachers, your pupils, their parents as well as those in authority in our school. Relating with pupils

Children constitute the “raw material” teachers use in their job. What problems or challenges are you likely to encounter with your pupils in the process of establishing guidance services in your school, and how will you address these challenges? These include:

- Unwillingness to make their problems and need known to you
- Misunderstanding your role as guidance teacher
- Peer pressures which make it difficult for pupils to change their negative attitudes and behaviours
- Poor knowledge and understanding of themselves
- Poor response and patronage of guidance services
- Your efficiency as a guidance teacher on your ability to deal with these problems in the following ways.
- Understanding the needs of your pupils and helping them to satisfy those needs through the guidance services
- Showing concern for the problems of pupils
- Organizing orientation sessions for new pupils entering the school •
  - Setting good examples by living according to the principle and ethics of guidance and counseling
- Helping pupils to appreciate that guidance and counseling are beneficial to them
- Offering individual and group counseling to pupils
- Improving upon your counseling skills in order to help pupils take informed decisions for better life. Relating with other members of staff

As guidance teacher in your school one of the challenges you would encounter, is how to deal with your colleagues teachers on the staff. You need to know that sometimes they can create problems for you because your fellow teachers may not co-operate with you when you insist that they should:

- Use suitable methods in teaching their pupils
- Show love and affection towards pupils
- Assess pupils performances objectively
- Provide accurate and reliable appraisal scores and information about pupils

You can overcome these challenges when you:

- Exhibit maximum competence as a guidance teacher;
- Try to become sociable and relate well with the other teachers; •  
     Educate the other members of staff about the need for the guidance programme in the school, and also about your role as a guidance teacher;
- Involve the other members of staff in the planning implementation and evaluation of the guidance programme;
- Become aware of the problems and needs of the other members of staff.

### Relating with parents

Parents can create problems for you by:

- Blaming you for invading the privacy of their homes,
- Accuse you of relating too closely with their children of the opposite sex • Insisting on choosing subjects, courses and occupations for their children irrespective of their aptitudes and interests
- Refusing to provide you with the necessary information about their children
- Misinterpreting the counseling service as an imposition of your ideas on their children.

As a guidance teacher, you should beco-operating with parents by:

- Visiting parents at home and solicit for information about their children;
- Invite parents to visit their children at school
- Provide parents with accurate information about their children
- Assure parents of what their children are capable of becoming; •  
     Use the PTA as a forum for educating parents about the need for guiding and counseling their children
- Appreciate the needs, hopes, aspirations and concerns of parents

## Relating with school authorities

You can win the support of your school head for a successful guidance programme when you

- Plan the guidance programme to suit the needs and conditions of the school and the community
- Identify the needs of the pupils and inform the school authorities;
- Inform pupils about the school's policies and programmes

## Ensuring gender balance in the guidance programme

There is the need to have equal number of males and females in everything you do. You can ensure that both boys and girls are given equal opportunities in the school guidance programme by;

- Constantly giving relevant information about the world of work to parents and pupils
- Using neutral and not-sexist language for example police officer instead of policeman, humankind instead of mankind.
- Encourage pupils to choose subjects and occupations based on their aptitudes rather than by sex.
- Organizing career days to expose pupils to role models of different occupations and profession
- Talking to the district girls' education officer (DGEO) to help you to organize activities which challenge and eliminate gender biases or discrimination
- Supporting all pupils to develop such life skills as leadership for the guidance programme

## Mobilizing resources for the guidance

programme As a guidance teacher you need:

- An office of counseling pupils
- Office equipment such as cupboard for keeping pupil's records
- Writing materials or stationery for correspondence
- Pupils assessment forms
- Funds for various expenses
- Materials like journals, prospectus, posters and newsletters to provide information to pupils

To be able to get these needed materials for your work you should;

- Organize fund-raising activities in the school during such functions like football matches, exhibitions and open days.
- Appeal to the PTA to build a small office for the programme • Apply to your district assembly to assist you with some of the office equipment.
- Appeal to past pupils of the school to donate writing materials, journals, newsletters and handbooks from their places of work to help you to provide the needed information to your pupils
- Consult religious bodies in your locality to provide funds for organizing guidance programmes like career days and visits to various places of work • Contact non-governmental organization (NGOS) to sponsor the guidance programme in your school. UNIT TWO

## GUIDANCE SERVICES

According to Miller (1978) cited in King et al (2004) says that guidance services are professional help to the individual or groups in dealing with commonly reoccurring problems and to be able to make an informed decisions.

## THE ORIENTATION SERVICE

1. Orientation Service is provided to help pupils who have been admitted into new schools to help them adjust to their new environment. it is obvious that in new school pupils may feel socially on psychologically inadequate as they no longer enjoy the support they are used to day in and day out, people find themselves in a new situation. It may be in a job school setting, a work place or nay activity. To adjust favourably to any of these areas, one has to go through orientation.
2. According to Stephenson (1999) the orientation service is an organized group of activities through which students are given assistance to make adjustment to the school.
3. It is one of the organized guidance services that is carried out by the school to assist new students to get acquainted with human and materials resources in the school environment
4. Thus it is formal welcome of new students into an institution.

Importance of orientation service in schools

- Orientation helps new students to psychologically and physically adjust to their new surroundings – Helps to remove the fear and anxiety which some students may have when they move in to a new educational environment • School authorities use orientation programmes to explain issues that are of vital importance to students' schools rules and regulation could be explained to new students so that they will be aware of their responsibilities
- New students stand the chance to interact with school authorities as they are given the opportunity to ask questions
- Helps the newly admitted students to know channels of communication in the school
- New students have the opportunity to know more about the school facilities at their disposal and how to access them eg. Library, counseling centre, infirmary, administration block etc.
- Helps new students to know much about their subjects how assessment is done and what is demanded of them
- Helps clear doubt in the minds of new comers as orientation helps them to know their worth
- Brings about socialization of new students

How to carry out an orientation/Adaptive service ;

- Draw a programme together with the school authority and the guidance coordinator
- Brief pupils and teachers on the guidance programme which you want to organize in the school
- Introduce pupils to the school library, urinal toilet and other facilities in the school
- Inform pupils about the administrative set-up and the rules and regulations governing pupils conduct.
- Introduce the staff to the pupils
- Organize visits to relevant places in the school environment eg. Play ground, workshop, school farm etc

#### INFORMATION SERVICE / DISTRIBUTIVE SERVICE

Information service sometimes referred to as the Distributive Service provides your pupils with information on social and educational opportunities available so that they can make informed choices. In other

words the information service helps students to acquire relevant knowledge which will help them to possess an insight in order to attain students' specific purposes. It also helps to enhance students' understanding of the world around them.

According to George Cristinan (1986) an information service is designed to provide students with a greater knowledge or educational, vocational and social/personal opportunities so that they can make informed choices and decision in an increasingly complex society. It helps each student to adjust to his environment, develop his ability to set realistic goals for himself and improve his educational programme

The information service we have described can be put under three main heading: they are career/occupation, educational and personal social issues. These areas are major discussions about which life decision are made by people.

**Occupational Information:** Information is a key factor in occupational planning. This is because without information about jobs and their requirements, prospective workers may not know which jobs exist and what qualification these jobs require. Occupational Information assists students to gain fair knowledge about the world about world of work

Ekwe (1991) says occupational information consist of reliable and accurate facts about jobs which clients use in career planning, making wise decisions and choices.

Occupational information may include:- Positions, jobs available duties, requirement for employment, conditions of work salaries/remunerations, typical places of employment and methods of advancement.

**Educational information**

Shertzer and Stone (1980) define educational information as 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 students' life.

Concisely educational information may be defined as valid, up-to-date and reliable facts about educational institutions and everything concerning the programmes they offer.

The following are some of the specific data dealing with educational information:

- Institutions and their programmes and methods of admission into these institutions

  - Entry requirements

  - School rules and regulations

  - Clubs and Social activities in schools/scholarships bursary and loans

  - Academic Calendar

- Training Programmes and opportunities which students have access to and characteristics of educational institutions which students are considering to select

Personal social information

According to Morris et al (1972) Personal/Social Information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. Such information according to them is about human beings and it helps individuals to understand themselves better thereby improve how they relate with others. Another definition on Personal and Social information is that; it deals with self understanding and the understating of others. It is that information about human beings which help a student to understand himself better and to improve his relations with others. The information aims at improving or promoting the living conditions, behavior, attitudes and values of individuals. Some of the areas that personal/social information cover include: Understanding one's self, setting along with others, manners and etiquette, leisure-time, activities, personal appearance social skills, home and family relationship how to make friends and them, comprehension of masculine and famine roles, information, about time and sports.

Source of information: some common sources are:

- Paying a visit to the place or source of information

- Form textbooks

Resource Persons  
Newspaper cuttings  
From the Television, Video, Films, Drame, Plays.

### How to give Information to Pupils

Information can be given to pupils through:

- a. Career Conference/Convention:- They bring professionals and experts in different occupations to talk to the pupils about the work that they do. Such conferences take many forms; for example the school may invite a teacher, a doctor, a lawyer or an engineer to speak to groups or individual classes especially final year students in an institution. Similarly, old or past students may be invited to share their personal experiences with various employment agencies. These conferences enlighten students on available opportunities.
- b. Educational Days:- This is like a career day; difference is on the information and the resource person. For example on Educational Days the information to be given is educational and the resource persons are professionals in Education eg; education Officers, Headmasters, Principals.
- c. Visits:- The Guidance Coordinator could also organize visits to relevant work sites such as factories, industries, colleges etc to see and feel the kind of environment where they may work after school. Prior to such, visits students must be prepared properly on what to look for during the visit. The students' must discuss their findings with their friends on their return.
- d. Street Survey:- Students may be asked to undertake street surveys to gather information about jobs in the locality/community. They may be assigned a number of businesses or shops along the street to collect information about the nature of jobs available and the kind of preparation required for the job.
- e. In your Teaching:- As you teach you can include guidance information in the lesson. Such information must be related to the topic you teach. For example topics like "The Teeth". In teaching such a topic you can include the following:
  - Diseases of the teeth
  - Care of the Teeth
  - What to do when you have tooth ache

f. Bulletin Boards:- You can make use of the Bulletin Board by pasting guidance information out. Pupils can paste cardboards, with newspaper cuttings on guidance information, best essay writers can paste their essays on the bulletin board, notice, poster and advert can also be put on the notice board.

### APPRAISAL SERVICE

Appraisal Service is most concerned with providing data that will highlight the individuality of each student. It seeks to establish distinctive pictures of individuals by comparing them with others in terms of quantities of general human characteristics. The data indicates how one is similar to or different from others.

Another definition is that the service is designed to collect, analyse and use variety of objective and subjective personal psychological and social data about each pupils for the purpose of better understanding of pupils as well as assisting them to understand themselves. In other words, through observation, interview testing etc information is collected about each pupils and this enable the school authority to plan satisfying educational, vocational and social programmes.

OluMakinde (1983) defined Appraisal Service. He said the Appraisal Service is “when we collect, analyze and use a variety of objective data for the purpose of better understanding of the student or client”.

#### The importance of appraisal service

- Helps the pupil to understand himself or herself better
- Assists the pupil to become aware of the type of skills he or she has talents for
- Enables you, as a teacher to know and understand your pupils better
- Provides the pupil with knowledge on how he or she is performing
- Provides the teacher with information for counselling pupils

#### Appraisal Methods

These are grouped into two. They are

1. Test methods-teacher-made tests and standardized test.

Teacher Made Tests – the name is suggestive of what we are good to learn about. As teachers the type of tests we give to own pupils are called teacher-Made-Test. Teacher-Made-Tests are not standardized; they are Achievement tests because they indicate how much pupils can achieve in their study of particular subjects.

Standardized/Psychological tests are used by psychologists and counselors in their works and they are standardized. In other word, their validity and reliability in measuring human attributes have been established.

## 2. non-test methods-observation, interview and autobiographies

Observation involves looking at and listening to an action of a person in a given situation with attention and concentration. This enables us to describe the behavior as accurately as possible. They can be participant and non participant observation. Autobiography

Autobiography – It is the life story of an individual written by himself or herself. It brings out facts about the individual's attitudes, and emotions. There are two types of autobiographies. These are structured and unstructured.

- The structured Autobiography is when the individual responds to questions outline or in response to specific questions or topics. This is more useful for work pupils with pupils who are not very verbal.

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The Unstructured Autobiography is where the individual writes freely about himself. He/she goes into areas of his personal life that are hidden to others and also relates the events which have had impact on his life.

#### Interview

Interview is a method of obtaining information about or from an individual usually through oral interaction with the individual. Another School of thought says an interview is face to face relationship between the teacher and the subject during which the subject is asked questions in order to information about him.

How you can use the Appraisal Data to help your pupils

The guidance Coordinator can use the Appraisal Service in number of ways to help pupils make wise academic and vocational choices in following way;

- Open folder/files and cumulative record cards for pupils and enter their back ground and personal data from school records. This should be a readymade source.
- Collect test scores as well as other relevant data from teachers' evaluation activities, enter them on pupils' personal folders and use information to help make decisions.
- Use information to consult with teachers, parents and school administrators and health authorities
- Use information on pupils ability and interest to help them develop their talents.
- Integrate the Appraisal Service into the school's programme.

#### COUNSELING SERVICE

It is the heart of the guidance services. More and more students vary in their capacity to cope with academic, social and emotional demands and need requisite support within the school system to help them make successful transitions through life. Counseling brings the counselor and the client into an intimate relationship in which the counselor assists the client to overcome his/her problems so the he/she can function fully without draw backs.

Anagbogu (1991) defines counseling as “a process by which a trouble person is helped to feel and behave in a more personally satisfying manner

- through interaction with an un-involved person, (the counselor). She went on further to say that, the counselor provides information and reaction which stimulate the to develop behavior which enable him to deal more effectively with his environment

In Anagbogu's definition the following can be noted

- Counseling is a Process – it means it is an on going or a continuous activity
- Two people are involved (counselor to counselee)  
The counselor provides information and reaction to whatever the counselee say
- The behavior of the counselor helps the counselee to examine his problem more closely.

The fundamental goal of counseling is to effect change which will help the individual live a more productive and self satisfying life. When counseling is between a counselor and a counselee it is termed individual counseling but when it is between a counselor and two or more we name it group counseling

The condition during Counseling process

For the counseling process to be successful the counselor needs to create a condition or atmosphere for counseling setting. Such an atmosphere makes the counselee feel comfortable to interact genuinely and freely. These are;

- a. Respect for counselee – Every person would like to be respected no matter his/her ages, so on counseling the counselor should accept the client as he is and attend to him without thinking of his background.
- b. the second condition which is Genuineness of the counselor:- This simply means honesty or sincerity. A counselor must be honest in dealing with the client. A counselor must be himself, he must be open. He must not put on any artificial behaviour.
- c. The third condition is Empathic understanding Empathy has to do with understanding. It is the ability of the counselor to be in the counselee's world and understand what he feels and what he says. The counselor thinks with the client, perceives what feelings the client is experiencing and shares these with him.
- d. The last condition of the fourth is the Counselor being

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Specific:-Counsellor must be clear, accurate and straight forward, this will help the counselee understand exactly the messages of the counselor.

Aspects of Counseling in the schools

Educational Counselling – Helps pupils is on academic matters. Issues you deal with concern how the pupils learn. Some of these issues are study habits, inability to concentrate in class, a pupils having difficulty in understanding the teacher, others include failure in examination and not having appropriate textbooks and workbooks for lesson etc.

Career counseling-Helps them select appropriate jobs in future, thus the need for career counseling. In Career Counselling you help the pupils to explore their career interest.

- Motivate them to aspire for higher level occupations
  - Make them aware of different kinds of work available in their environment
  - Explain their knowledge about careers
    - Deal with their fears about what work to do in the future
  - Motivate them to learn pre-vocational skills as they study at school
- Personal/Social Counselling – Pupils are counseled on issues concerning their feelings, habits, their weaknesses and relationship problems. Issues in personal-Social counseling include:
- Conflicts (with teachers, parents, friends)
  - Feelings (frustration, guilt, sadness etc)
  - Unreasonable fear of darkness, people etc)
  - Undesirable Habits (shyness, quarrelling, stealing etc)

Strategies to adopt in providing a counseling service in your school In providing a counseling service you need to:

- Make our pupils aware of the relevance of the service • Secure an office where counseling session can be held without disturbance
- Get a competent team who can handle effectively individual and group counseling
- Inform students and staff of the need to seek counseling or refer pupils to the counseling centre
- Draw up a time table for the operation of the centre so that pupils will know when to come there

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- Arrange an official opening of the service in the presence of teachers, parents and pupils to create a better awareness of its existence
- Make sure that information you gather from pupil is kept in confidence

## CONSULTATION SERVICE

Consultation service is the aspect of the guidance service which involves exchange of ideas among teachers, parents, agencies and other guidance functionaries to help students resolve their personal challenges and other issues. The service brings together you and other people who work or relate with the pupils to exchange ideas on how best to help them. You may therefore consult people like parents, teacher the school administrator, health personnel and ever the friends of your pupils

Consultation is a process where an individual seeks information, advice or help from another person or from a source which renders such help

### Consultation with parent

- 1) Discussions on children's general academic performance
- 2) Discussions on children's performance in test and examinations
- 3) Discussions on children's behavior
- 4) Suggestions of the role parents have to play to improve their children's education

You may have to do the above by visiting parents at home, to study the home conditions and also interview parent of pupils and their friends. Thus in every problem situation of a pupil/child, his/her parents would have to contribute their quota for the problem to be solved. You can also suggest the appropriate roles they can play as parents with regard to their children's problems or the parents themselves can be encouraged to suggest the roles they can play to help resolve the problems of children. In consultation with the counselor, the students parents will see why they should not impose their views on the child as far as educational and occupational aspirations are concerned because they will know how their views could impact negatively on their children. This means therefore that the student will always be in the picture whenever any decision is being made for his welfare.

The counselor should create an environment which will enable parents exchange ideas with the school on certain which affect their children.

Consultation with counselor – Teachers work with counselors and guidance co-coordinators very closely. Because of the rich knowledge they possess in their study of human behavior they are able to help the teacher with classroom management, interpretation of the child's behavior and collaboration with the to seek for a pupil who needs special help (finance/health). On the other the counselor may also need you to provide him with information on how behave, the way they learn and how they react when they are disciplined. The counselor will rely on you in this instance because as a teacher you are says in class with the children so you tend to have rich knowledge about children's behavior in class.

Consulting with you head teacher: All school teachers at one time or the other regular consultations with their head teachers. You are no exception. There are many issues that will draw you closer to the head. Some of the issues may include, the academic performance of your pupils, some materials needed for your or means of maintaining good class management/discipline. Apart from consulting you head teacher he/she can also consult you on a number of issues information about your pupils, suggestions on how to handle the deviant child and many others.

Problems involved in consultation.

These include;

Lack of cooperation from some parents:- Some parents view the teacher/counselor as an intruder who want to invade the privacy of their children and therefore refuse to give information about their children. No matter how well the counselor/teacher explains his positions and the work he does.

Lack of cooperation on the part of students. Some students hold the counselor in suspicion and therefore will not open up when they are consulted on issues that ever affect them.

## PLACEMENT SERVICE

Placement is an activity that facilitates the self-placement of person in situation or settings that will enable them to gain useful information make satisfactory adjustment, and in general contribute to their total development. Placement as an aspect of the guidance service make students aware of opportunities available in school and outside the school (Stertzerti Stone, 1980). The placement service is available to help pupils make correct educational and vocational choices and personal adjustments in and outside the school. In the Junior Secondary School, it helps the students to choose colleges or schools that offer the course, or programmes they are interested in. at the senior secondary level, some schools offer only Arts course; others offer Science, Vocational and technical course, while some others specialize in business courses.

Categories of placement service

The Placement Service is put into three categories. They are

- Educational, • Career/Vocational
- Social placement.

Educational Placement represents and organized effort to match the qualification of individuals plus personal interest and resources with the requirements of institutions and programmes. The service assists pupils to experience a smooth transition from one level of the educational ladder to the other. The service ensures that the necessary records and documents are transferred to the selected schools with respect to individual pupils

admission to the schools. Educational placement is also interested in helping individuals in making appropriate choice of courses and schools and helping them to adjust to the new course or school environment. The basic objective of this is to provide learners with the necessary information which will enable them feel secured in the new course or environment.

**Vocational Placement:-** It is a service which is concerned basically with assisting pupils/students in the school to either locate jobs or organize for them

(students) to acquire the requisite vocational training needed to acquire jobs. In this sense, the school guidance officer/teacher serves as link between students and the job-making. Through vocational guidance pupils/students are thus assisted to avail themselves of current development in the labour market including existing job programmes and procedure needed to enter these programmes. This role requires the guidance officer to consult industries and job establishments on behalf of students who are interested in seeking employment. The counselor has to help of students to be familiar with procedures with procedures concerning application for jobs, interviews and follow ups. Above all vocational placement again requires the counselor or teacher to keep track of the students who entre the world of work in terms of their personal adjustment and achievements.

**Social Placement:-** Social placement is planned to help develop social skills of children. Children/Pupils are placed in social groups that will foster social interaction and enhance self-acceptance. Groups acceptance will promote activities and cooperation among group members and such groups will create an atmosphere in which social clubs students like and try to encourage them to join. The counselor can also suggest the formation of social clubs like debating clubs voluntary associations, friends of the earth, geography and agricultural clubs to the students depending on their interest.

**Establishment of Placement Services in School**

You can establish a placement service in the school by:-

- Using school clubs and societies for social placement of your pupils – placing them in groups where they can function
- Providing pupils with information about education and vocational opportunities.
- Helping pupils to get into higher education, a new class in the same school or take up a new course.

- Following your pupils up after you have given them the needed help to find out how they are adjusting.

## FOLLOW UP SERVICE

Follow—up involves activities that are designed to monitor the progress to students who availed themselves for counseling and are now outside the school or are still in school. As a complement to the guidance placement programmed follow-up activities focus upon effectiveness in placing persons in a verity of positions and settings as viewed by not only the client but also by those to who the client is responsible such as job managers. A teacher can do a follow-up to find out how his pupils are performing after having remedial lesson with them. The follow-up service, therefore involves procedures in which counselors find out how individuals are progressing after they go through some other guidance services like counseling, placement orientation or referral. Importance of follow-up service These are:

- It reveal to us how a client or a pupil is progressing in new placement environment
- The service makes us aware of what is happening to the counselee or pupil anytime he/she goes through a guidance service
- It enables us to help the client/pupil further if we discover that his/her case has worsened
- It enables us to assess the methods we use as teacher

### How to obtain follow-up data

These can be done through

Interview: - The counselor can arrange with the pupil for an interview if there is the need. The main reason is that we would like to find out how the client has progressed; may be, he has been facing some difficulties and there has been a failure instead of success. The interview can take place in the classroom when pupils are on break or immediately after school or some free time during the school day. A counselor can also meet a client in the counseling office for such a interview.

Observation: - This is convenient when the client or pupil is available such that he/she can be observed. In a class a teacher can observe if a pupil is becoming more confident and also if there is a change in the way a pupil asks questions and many other things. Teachers always have the advantage of interacting with pupils since they are always in class with them.

Questionnaire:-Another way of getting information from the pupils is through questionnaire. A questionnaire can be designed and given to the pupil/client to fill. The information obtained would give the extent of progress of our client.

Teacher made tests. A client/pupil who receives low scores in his/her tests can be helped through remedial lessons. After the remedial intervention his/her scores can be checked in subsequent tests. The check will reveal the improvement has been maintained, improved further or lost.

## EVALUATION SERVICE

This aims at appraising the guidance and counseling programme. It is concerned with those activities engaged in by guidance staff to determine the effectiveness of the guidance programme in meeting students' needs. It also consists of making systematic judgments about the relative effectiveness of the goals achieved in relation to certain specified standards. Evaluation can be informal or formal. Informal evaluation takes the form of discussion between the counselor and the school staff, students and other guidance functionaries to know their views about the guidance and counseling programmes.

Formal Evaluation includes research. This means the counselor must use questionnaire on interviews to collect data from stakeholder and beneficiaries of the guidance and counseling programme in the school.

## Importance of Evaluation

- 1) Stakeholders would be informed about the state of the guidance and counseling programme. This will enable them to know how best to contribute their quota to make the programme more functional
- 2) Evaluation would enable the counselor to know if the guidance programme is meeting the needs of the students. If it is not, then new strategies would be adopted to enhance the activities of the various guidance services in the school to make them more responsive in meeting students' needs.
- 3) Evaluation also provides data which can be confidentially used in influencing decisions about changes that need to be made in the entire school programme.
- 4) Finally, evaluation provides a more reliable information which can best be used by the guidance officer to interpret the guidance programme to teachers, parents and the community.

The techniques used to evaluate the guidance service. These are;

Use of Questionnaire: - This normally contains simple questions which demand either a phrases or short statements as answers. It is normally structured to seek for specific information from the respondent. Most of the questions in a questionnaire are close ended.

Use of Checklist: - This also seeks for specific information and it is designed in such a way that possible responses are provided for the responded whose duty is just to check or circle the appropriate response. In the use of checklist, a five-point rating scale is suggested to offer the respondent the opportunity to make a choice out of varied responses.eg. 5,4,3,2,1 or A, B, C, D

The use of the Interview Technique:- This attempts to collect information orally. Under this technique the questions to be asked are planned in such a way that every respondent gets the opportunity to react to each of the issues that need to be raised by the evaluator.

### COORDINATING GUIDANCE SERVICES

The guidance services should be linked to one another and the guidelines to follow to achieve effective coordination of the services.

#### Reasons

- Guidance by definition is a collection of services all geared towards a common goal, which is the total development of the child. The guidance programme therefore requires the efforts of different persons

- who work to meet the needs of the pupils. These people include teachers, parents, school administrators, social workers etc
- The various guidance services depend on one another, they complement and add to the effectiveness and efficiency of one another. For example, the counseling service depends heavily on other services like the appraisal information and consultation services.
  - The effectiveness of the guidance programme is measured by the effectiveness of all the services put together and not on the basis of any one individual service. The implication of the reasons stated above is that there is the need for you to coordinate all the services to make sure that they flow into each other.

#### Guidelines for coordinating guidance services

- Set up a guidance committee to plan and implement the programme and also link the guidance services to one another.
- Help all persons involved in the guidance programme to understand and appreciate the integrated nature of what they do.
- Integrate each guidance service into the total school programme •  
Encourage the referral of pupils to the doctor, the counselor, the social worker and all those who seek to help the child.
- Evaluate the guidance programme in the school periodically
- Consult the guidance and counseling units at the districts and regional education offices regularly.
- Consult teachers, parents and other resource persons

#### THE GUIDANCE TEACHERS RELATIONSHIP WITH OTHERS

To be a successful guidance teacher you need the cooperation and support of your fellow teachers, your pupils and their parents as well as the authorities of your school.

Relating with staff:- As a guidance teacher in your school, one of your challenges will be how to deal with your colleague teachers. This is important because sometimes they can create problems for you. In what ways will members of staff make it difficult for you to work as a guidance

teacher? Your fellow teachers may not cooperate with you when you insist on the following to be carried out

- To use suitable methods of teaching
- To show love and affection towards pupils
- To assess pupils performance
- To provide accurate and reliable information about the pupils

How to get cooperation of your fellow teachers

- Exhibit competence as a guidance teacher
- Be sociable and relate well with your colleagues
- Educate members of staff about the need for the guidance programme in the school, and also about your role as guidance teacher
- Involve members of staff in the planning, implementation and evaluation of the guidance programme
- Be aware of the problems and need of members of staff

Relating with pupils

The problems are you likely to have with pupils as you establish guidance services in your school are;

- Pupils unwillingness to make their problems and needs known to you
- Misunderstanding your role as guidance teacher
- Peer pressure which makes it difficult for pupils to change their negative attitudes and behaviours
- Poor knowledge and understanding of themselves
- Poor patronages of and response to the guidance programme. Your efficiency as a guidance teacher will depend on your ability to deal with these problems.

How to get cooperation from pupils

You can get cooperation from pupils by;

- Understanding their needs and helping them to satisfy these needs through the guidance services.
- Showing concern for the problems of pupils
- Organizing orientation programmes for new pupils entering the school
  - Setting a good example by living according to the principles and ethics of guidance and counseling.
- Helping pupils to see that guidance and counseling is beneficial for them.
- Offering individual and group counseling to pupils.

- Improving upon your counseling skills in order to help pupils to take informed decision for better life

### Relating with parents

Let us now consider how parents can make it difficult for you to function as a guidance teacher. Parents can create problems for you by:

- Blaming you for the invading privacy of their homes

- Accusing you of relating too closely with their children of the opposite sex
- Insisting on choosing subjects, courses and occupations for their children irrespective of their aptitudes and interests.
- Refusing to provide you with the necessary information about their children
- Misinterpreting the counseling services as an imposition of your ideas on their children.

How to get parents cooperation;

- Visit parents at home and solicit for information about their children
- Invite parents to visit their children at school
- Provide parents with information about their children
- Assure parents of what their children are capable of becoming
- Use the P.T.A. as forum for education parents about the need for guiding and counseling their children
- Appreciate the needs, hopes, aspirations and concerns of parents

### Relating with school authorities

- Plan the guidance programme to suit the needs and conditions of the school and the community
- Identify the needs of the pupils and inform the school authorities
- Inform pupils about the school's policies and programmes

## UNIT THREE

### PURPOSES OF COUNSELING

According to Shertzer and Stone (1976) cited in King et al (2004) indicated that "it is doubtful that a statement of specific counseling purpose could be given which would be universally acceptable to all counselor. For each

counselor the purpose of counseling undoubtedly reflects training, value system, perception of role, and the needs of the individual being helped.

Purposes/Goals Counselling as outlined by some counselor

Counseling has been described by many as the heart of guidance.

1. Fullmer and Bernard (1964) stated that "...the central problem in counseling seems to find ways for the individual to relate outside knowledge to himself in such a way that this knowledge becomes part of him and can be valise in his problem solving behaviours.

2. Rogers (1951) explained that the basic purpose of counseling is for the individual to achieve "...a more broadly based structure of self, an inclusion of a greater proportion of experience as part of self, and a more comfortable and realistic adjustment to life"

3. Byrne (1963) examined counseling goals under three headings ultimate, intermediate, and immediate. The ultimate goals for the counselor derive their substance from a philosophical view of human beings; the intermediate goals are based on reasons why students seek counseling help and the immediate goals deals with another by moment intentions during counseling. The counselor's goal firmly based on the human worth of the individual, regardless of education, intelligence, colour or background is to use his technical skills;

a) To help each counselee attain and maintain an awareness of self so that he can be responsible for himself.

b) To open further the way for the counselee to increase his concern for other's well-being

c) To help each counselee bring into full operation his vogue potential in compatibility with his own life style and within the ethical limits of society.

4. Tyler (1969) proposes that in a relatively calm, non threatening counseling atmosphere, the person who is troubled and uncertain "is most likely to be able to face confusions courageously, to sort out from the ideals and values he has been exposed to, the ones which are bold for him and thus to come out what a workable philosophy of life.

Arbuekle (1970) suggested that counseling should be based on the following principles.

1. Human beings are basically self-determining creatures;

2. The client should move toward a greater level of self understanding;
3. The client should develop a greater level of honesty, particularly honesty toward self, and
4. Objectives should be based on client need, not counselor need

#### The general Purposes of counseling

- Counselling seeks to make individuals become “normal” stable persons who will be free of anxieties, fear and emotional depressions so that they can be able to live a much happier life.
- Counseling seeks to bring the counselee to know and understand himself or herself. As the counselee come to see his or her strengths and weaknesses as well as the merits and demerits of making certain choices, this knowledge will help him or her to make wise decision in problem solving situations.
- Counseling prepares the individual to plan for his or her life. Through counseling the individual is helped to set appropriate goals and to work towards a desired future making adequate preparations for life.
- In times of crisis counseling seeks to come to the aid of the individual by making him or her come to terms with situations to enable the person to make an informed decision.
- Counseling also seeks to help the individual to appreciate the realities of life. The individual is made to see issues as they really are and the various alternative actions that can be taken to resolve problems. This makes the individual come out of the dream world and trade issues as they really affect him/her.
- Counseling makes the individual come to terms with his or her environment and builds acceptable interpersonal relationship with his or her neighbours in order to maintain a harmonious co-existence.
- Counselling provides the individual with the capacity to make informed choices on academic, vocational and personal-social issues to promote personal and society's development.

#### APPROACHES TO COUNSELING

##### Proponents of the Behavioural Approach

A number of persons are associated with the school of thought that supports the idea of behaviourism. Some of them are John B. Watson, B.F. Skinner, Albert Bandura, Joseph Wolpe, Richard Lazarus, Edward Thorndike, John

Krumboltz and Carl Thoreson. They made various contributions to the development of the theory of behaviourism and the use of the behavioural approach in counseling.

### Assumptions of the Behavioural Approach

The central assumption of the Behavioural Approach is that man is both this product and the producer of this environment and as such all his behavior is the product of learning. Other basic assumptions as highlighted by Spiegler and Gvewremont (1993) are:

1. Behavior therapy is based on the principles and procedures of the scientific method
2. Behavior therapy deals with the client's current problems and the factors influencing them as opposed to historical determinants
3. In behavior therapy, clients are impacted to engage in specific actions to deal with their problems.
4. Behavior therapy is generally carried out in the client's natural environment as much as possible.
5. Behavioural techniques are designed to fit the unique needs of each client
6. The practices of behavior therapy is based on a collaborative partnership between the therapist and client in two major respects: the client is made aware of the nature of treatment and course of action; clients are trained to initiate, conduct and evaluate their own treatment under the guidance of the therapist.

### Key Issues in the Behavioural Approach

The behavioural approach is an action-oriented therapy that involves the application of well experimented and established principles of learning to weaken or eliminate maladaptive behavior and to strengthen adaptive behaviours. For the behaviourist, counseling involves the systematic use of a variety of procedures that are intended specifically to change behavior in terms of goals that have been naturally established between a client and his or her counselor.

The emphasis of behavioural counseling therefore lies in the judicious and expert arrangement of learning or re-learning experiences to help individuals

to change their behavior. This, it is believed would help them to solve whatever problems they manifest or present to the counselor.

The procedures used in the behavioral approach are many and varied Krumboltz and Thoreson (1966) categorized the procedures into 4 forms:

1. Operant learning: This is an approach that is based on the usefulness of reinforces and the timing of their presentation in order to produce change in behavior.
2. Imitative learning: This approach facilitates the acquisition of new responses by exposing clients to models performing the desired behaviours.
3. Cognitive learning: This technique fosters learning of appropriate response by simply providing instruction to clients on how they may better adapt. Emphasis is placed on the thinking processes, attitudes and values as the basis of learning.
4. Emotional learning: This involves the substitution of acceptable emotional responses for unpleasant emotional reactions, using techniques derived from classical conditioning.

The Characteristics of behavioural counseling as outlined by Krumboltz and Thoreson (1966) cited in Makinde (1990)

1. Most behaviours are learned and is therefore subject to change
2. Specific changes in the individual's environment can assist in altering relevant behaviours; counseling procedures seek to bring about relevant changes in student or client behavior by altering the environment
3. Social learning principles, such as those of reinforcement, and social modeling can be used to develop counseling procedures.
4. Counseling effectiveness and the outcome of counseling are assessed by changes in specific student behaviours outside the counseling interview.
5. Counseling procedures are not static, final or predetermined, but can be specifically designed to assist the client or student in solving a particular problem.

Requirements in behavioral counselling

The behavior is learned. In order for the undesirable behavior to be eliminated the counselee is required to un-learn to re-learn certain assume that a favourable outcome is more likely if the client is made to engage in a number of preparatory behaviours before making a choice. The major tasks

of a counselor are to stimulate and reinforce these client and build his or her capacity to carry at subsequent tasks.

Patterson (1980) also pointed out that the goal behavior therapy is the development of a complete set of psychological principles to apply to the client from the initial presentation of the person's complaint to the termination of the process. He indicated that this requires systematic methods of collecting information to appraise the client's difficulties and to reach decisions about a treatment programme. To this end, carrying out the behavioristic framework requires the counselor to:

1. Locate the problem
2. Formulate a set of tasks out of the problem
3. Collect information to appraise client's problem
4. Identify and reinforce necessary preparatory client behavior.

Procedure of using the Behavioural Approach

Blackham and Silberman (1980) developed steps that can be employed in carrying out the behavioural approach.

- Define and state operationally the behavior to be changed. By this the counselor's task is to clearly identify what problem the client is facing out of all the complaints or issues the client presents. The skill of the counselor in communication and reliving what is relevant out of a mass of information is really critical at this point. If the problem is not properly defined effort might be wasted on alternatives that do not reach the root of the problem. Also the behavior to be changed should be operationally stated. This is in line with the second requirement we stated so that the expected behavior can be outlined as tasks to be performed.
- Obtain a baseline or operant level of the behavior that is considered desirable to promote a change. This involves the setting up of acceptable standards of behaviour. This involves the setting up of acceptable standards of behavior. This involves the counselor interacting with the counselee and they both agree on the required baseline or expected behavior.
- Arrange the learning or treatment situation so that the desirable behavior will occur. Behavioural theories make mention of concepts like readiness and reinforcement. The counselor carefully looks at the

environmental condition that influences the client and which has an effect on the problem. Since the necessary client behaviours have been identified the learning or treatment programme is arranged in such a way that the client will be pre-disposed to exhibit the required behavior. Techniques such as behavior shaping role playing and social modeling are outlined for use.

- Identify potential reinforcers. These are elements in the environment that can promote the occurrence of the expected behavior. They may be material verbal or non-verbal presentations that can enhance the exhibition of expected behavior.
- Shape and/or reinforce desired behavior. This is the actual implementation of the plan that was designed earlier on. The client is put in the necessary condition where he/she would have to perform the behavioural tasks that's were he/she would have to perform the behavioural tasks that identified and the performance is matched against the baseline that was established. Reinforcement is used to strengthen acceptable responses until the expected levels of behaviour have been achieved.
- Maintain records of the reinforced behavior to determine whether response as an important element in this process as data is gathered at the various stages. Test and non-test techniques are to gather data after the initiation of the implementation stage to monitor the level of progress being made by the client.

#### Techniques used by Behavioural Counselors

- Operant conditioning
- Social modeling
- Role playing
- Simulation
- Confrontation
- Desensitization
- Counter conditioning

## The Directive Approach

The best known proponents of this view point include Walbar Bingham, John Darley, Donald G. Patterson and Edmund G. Williamson. The best known authority among them is Edmund G. Williamson. Assumptions of the Directive Approach

According to Williamson (1965) the fundamental assumption in directive counseling is that man seeks to use self understanding as a means of developing his potential. He stated that "The foundation of modern concepts of counseling rests upon the assumptions of the unique individuality of each child and also upon the identification of that uniqueness through objective measurements as contrasted with techniques of subjective estimation and appraisal.

Shertzer and Stone (1976) outline 4 basic assumptions underlying the directive approaches.

1. Counseling is seen essentially as an intellectual process;
2. Maladjustment in normal persons leave a large proportion of the mind intact and therefore the mind can be used in learning or re-learning
3. Standardized objective measures are relied upon to present the individual realistically and
4. The counselor has superior information and experience and is competent to give advice about how a problem can be solved. Before the development of the above assumptions given by Shertzer and Stone. Williamson identified certain assumptions regarding personality, work and society in support of trait and factor counseling. These are:
  1. Because every individual is an organized unique pattern of capabilities and potentialities and because these are relatively stable after adolescence, objective tests can be used to identify characteristics.
  2. Personality and interest patterns correlate with certain work behavior. Consequently, the identification of characteristics of successful workers is information which is useful in helping individuals choose careers.
  3. Different school curricula require different capacities and interests and these can be determined. Individuals will learn more easily and effectively when their potentials and aptitudes are congruent with curriculum demands.

4. The student's and counselor's diagnoses of student potential should precede placement in a curriculum and/or work setting. Diagnoses prior to instruction would facilitate instruction since modifications could be made based upon what is known about the individual.
5. Each person possesses the ability and the desire to identify cognitively his own capabilities. He seeks to order and maintain his life and to utilize his capabilities to achieve a satisfying work and home life.

These assumptions throw light on the meaning of directive counseling.

Let proceed to look at the key concepts. Key issues in the Directive Approach

Directive counseling is one of the cognitive approaches also known as 'trait and factor' approach, counselor-centred therapy or the "Minneapolis point of view". The proponents and other advocates consider counseling as an objective measured process. This implies the use of various procedures using accepted instruments. They also explain personality as a system of independent traits or factors such as ability (e.g. memory, spatial relations. Verbal, interest, attitudes and temperament. Additionally, they view the development of the individual as progressing from infancy to adulthood. In this process the above factors are energized and brought to maturity.

Directive counseling is highly rational logical and intellectual in nature. It is impersonal and emphasizes reason and problem solving. It is usually counselor controlled that is why it is termed counselor centered. It is based on the didactic method of instruction.

To Williamson the task of the trait-factor type of counseling is to aid the individual in successive approximations of self-understanding and self-management by means of helping to assess assets and liabilities in relation to the requirements of progressively changing life goals and the individual's vocational career.

Williamson described counselors as clinicians because they diagnose and counsel in such problem areas as mental hygiene, reading and studying difficulties, and vocational and educational orientation. In this approach, the individual is assisted to modify or eliminate defects, disabilities and limitations in order to facilitate personality growth and integration. The

counselor assists the individual to face, clarify and solve immediate problems.

In the counselor-centered approach, the counselor is often seen as a teacher who directs the learning process of the counselee. He or she is responsible for deciding what data is needed, collecting them, and presenting them to the counselee. The counselor also presents various positions or points of view with definiteness and enlightens the counselee expository statements.

Directive counselors emphasize on assessment and diagnosis as a fundamental counselor function. This is based on the conviction that diagnosis is necessary to determine what issues and conditions are involved before efforts to help the individual can succeed.

### Techniques in Directive Counseling

Williamson came out with the following techniques/steps;

- Forcing Conformity: This refers to strategies that counselors use to ensure that counselees go by agreed norms or programmes. Such techniques are required because the defects in the client's personality may make the client deviate from an agreed line of action.
- Changing the environment. When through data collected and analyzed the counselor realizes that a counselee's problems are due to some factors in his environment and that these factors can be altered, the counselor should initiate action to change the environment. Such action requires planning and organizational skills to achieve the needed effect. A client may have learning difficulties because he/she studies in a noisy environment and this situation requires change.
- Selecting the appropriate environment. The kind of environment one finds himself or herself in plays a big role in the extent to which the individual can achieve his or her aspirations. The counselor should therefore use information gathering skills to collate appropriate information on various environmental situations and use decision taking skills to select the appropriate environments of the counselee to make a choice.
- Learning needs skills. The kinds of problems that pupils face are of varied nature and intensity. This requires the use of various skills to meet the needs. The counselor should be in the position to expose

- clients to the techniques they need to meet their challenges. This requires the use of skills such as observation and motivation.
- Changing attitudes. Sustained behavioral change is premised on attitudinal change. The counselor is thus required to develop the type of relationship with client that will enable the client to open up to counselor. This will provide the platform for the application of the necessary influence to change unhelpful attitudes. This requires the use of communication and monitoring skills.

#### General stages of a counseling interaction

Williamson in Shertzer and Stone (1976) recommended that a counseling interacting should follow the following stages:

- Establishing rapport
- Cultivating self understanding
- Advising or planning a programme of action
- Carrying out the plan
- Where appropriate, referring the case to other professionals or personnel workers

#### Stages in the Directive Approach

##### / Trait and Factor Approach

According to Williamson, trait and factor counseling is carried out in six stages

1. Analysis: This involves collecting data from a wide variety of sources to obtain a comprehensive understanding of the client.
2. Synthesis: This involves summarizing and organizing the data to determine the strengths and weakness of the client.
3. Diagnosis: At this stage the counselor considers the available evidence or facts before him and draws his conclusions about the problem and its causes and characteristics.
4. Prognosis: A prognosis is a statement about what is likely to happen. At this stage counselor predicts the counselor predicts the counselee's future development and or tells the likely implications of the diagnosis.

5. Counseling. This is the stage where a programme of action is outlined and the counselor and the counselee take steps to implement the programme to bring about adjustment or readjustment.
6. Follow up: This is the last stage which includes those actions taken by the counselor to assist the counselee with new or recurring problems as well as the evaluation of the effectiveness of the counseling efforts.

In carrying out directive counseling the counselor uses the following methods.

1. Advising directly. In this method the counselor states his opinion openly and frankly
2. Persuasion. In this method the counselor marshals the evidence and presents it in such a way as to lead the individual to understand the outcome of alternative actions.
3. Explanation. This involves explaining the significance of diagnostic data and pointing out possible solutions.

## THE CLIENT-CENTERED APPROACH

The client-centered approach is an aspect of humanistic psychology with other labels like "self-theory". Carl Rogers is the major proponent in this approach. Brief History of Carl Rogers:- The Humanistic Psychologist.. He lived from 1902 to 1987. His early family life was marked by very close and warm relationships, and strict religious standards. In his school days, his academic interest started from agriculture to history then to religion and finally to clinical psychology.

He became a staff member of Western Behavioural Sciences Institute in La Jolla, California, where he fostered the encounter group movement and together with his colleagues established the center for the studies of persons. He was recognized for originating and developing the humanistic movement in psychotherapy. In his later years, he applied the concepts of his theory in training policymakers, leaders and groups in conflict. He was awarded the Nobel Peace Prize for his great achievements in this field.

## Philosophy and Basic Assumptions

The theory has a positive view of humanity. Rogers did not see man as anti-social, anti-cultural, and cruel or innately evil and destructive. Rather, he saw man as being naturally good and that any badness generally resulted from the influence of society or the environment. Rogers was of the view that man always drives towards growth, health and adjustment and possesses the capacity to experience awareness of himself in the society where he belongs. If obstacles such as poverty, ignorance, illiteracy and superstition are reduced to a bare minimum, man will be able to find social and natural answers to his problems. Client-centered counseling thus emphasizes that the counsellee has the ability to determine issues, discuss and to solve his own problems. What the counsellee needs is for them to explore the self structure in relation to their unique experience. As they do this they develop self acceptance and hence they are enabled to change or modify those aspects of themselves which they think need modification. This Rogerian standpoint has been termed client-centered. It lays emphasis on the personal effort of the individual. Basic assumptions of the client-centered theory of counseling: From the above philosophy. Kottler and Brown (1985) outlined the following as the basic assumptions of the client-centered theory of counseling:

- Man is intrinsically good and trustworthy
- Every individual is growth oriented and tends to progress towards self-actualization.
- The emphasis of the counseling relationship is on the effect and through exploration of feelings.
- The client is primarily responsible for his own treatment. Counseling is viewed as a shared responsibility and mutual understanding of the client's world
- The client will capitalize his or her inner potential for growth, wholeness, congruence, and inner directedness where an atmosphere of trust, openness, acceptance, permissiveness and warmth are created.

## Key concepts in client-centered Theory

According to Shertzer and Stone (1976) the key concepts of Rogerian Counseling are:

- All individuals strive for enhancement of self by moving in the direction of wholeness, integration, completeness, and autonomy.
- Individual's capacity to solve their own problems is taken for granted.
  - The counselor, by attitudes and techniques, helps clients to free these capacities.
- Self actualization tendencies are biologically determined but the direction of growth potential; is culturally determined by parents, teachers, peers and other significant individuals.
- Growth forces sometimes become distorted in the developmental process when individuals deny or reject perceptions that conflict with their self-concept.
- Rogers indicates that every individual has the capacity to guide regularly, and control himself under certain favourable conditions.
- People are positively motivated, rational, socialized and can largely determine their own destiny.

#### Facilitating Conditions in Guidance

Truax and Carkhuff (1964) built on Rogers' conditions and key elements in counseling and they came out with four ingredients that are called facilitating conditions. Shertzer and Stone (1976) summarized them as:

1. Empathic understanding. They explained accurate empathic understanding as understanding the client's internal frame of reference. It involves the counselor being sensitive to the feelings of the client and being able to communicate this understanding.
2. Non-possessive warmth. This is similar to Rogers' unconditional positive regard. The counselor is impacted to experience and communicate acceptance, respect, interest, and liking for the client. The counselor is non-judgmental about the person, does not place conditions on the counsellee and accepts and cares for the client as an individual.
3. The counselor is natural, frank but sensible. The counselor is authentic, real, and non-defensive and does not pretend.
4. Correctives and specificity. The counselor's statement refers to specific feelings, experiences and behaviours of clients. By being specific the counselor can clearly determine the client's feelings and experiences, and

help the client to attend specifically to his problem areas and emotional conflicts.

## STEPS IN USING THE CLIENT CENTERED METHOD TO COUNSEL LEARNERS

Conditions for the counseling process

Nicolson and Ayers (1995), Corey (1996) and Hanson et al (1997) itemized six conditions which must be place for a successful counseling process.

There are:

- That two persons must be in psychological contact
- That one of them (the client) must be in a state of “incongruence” he must feel vulnerable and anxious to call for help
- That the second person (the counselor or therapist) is “congruent” – genuine, and integrated in the relationship
- That the counselor must show some unconditional positive regard for the client (i.e. he must have a warm and accepting attitude)
- That the counselor must show empathic understanding of the client’s internal frame of reference and is communicative
- That the client must perceive

The process of counseling, steps

Makinde (1990) indicated that when the conditions outlined above, also referred to as core conditions of counseling exist and continue to exist, then a mutually acceptable counseling atmosphere is created which has the following characteristic directions.

- a. The client is increasingly free to express his feeling through verbal and non-verbal or motor channels.
- b. He expressed feelings of the individual increasingly have reference to self, rather than to non-self.
- c. The client increasingly differentiates and discriminates between the objects of his feelings and perceptions, including his environment, other persons, his self, his experiences, and the inter-relationships of these and his experiences, and the inter-relationships of these and his experience are more accurately symbolized.
- d. The client’s expressed feelings are expressed in relation to the incongruity between some of his or her experiences and the client’s concept of self.

- e. The client is better placed to experience an awareness which in the past has either been denied or at best distorted.
- f. The counselee is now in a position to re-organize his self concept in order to assimilate and incorporate the formerly distorted or denied experiences.
- g. As the process of reorganization of the self concept continues the self concept now becomes increasingly congruent with his experience which were previously threatening to him.
- h. The client begins to experience the unconditional positive regard of the counselor or therapist.
- i. The counselor becomes more and more convinced that the client is the locus (focus) of evaluation.
- j. The counselee now reacts to experience less in terms of his conditions of worth and more in terms of an organism valuing process (i.e. an individual constituted to carry on the activities of life by means of organs separate in function but mutually dependent).

NB:

The philosophy, assumptions and processes of the client-centered approaches is that it places greater emphasis on the initiative and role of the counselee. advantages of the Rogerian theory.

- It establishes the counselee, rather than the counselor, as the focus or deciding agent of the counseling process.
- It stresses that the counseling relationship is the primary agent to facilitate personality change
- It has placed in perspective the importance techniques in affecting the counseling relationship
- It has offered a wealth of research findings and stimulated quantitative investigations among other point of view, all of which have led to a for better understanding of the process than ever before achieved.
- The counselor is made to feel satisfied that he is deeply understood and accepted for his or her feelings.
- It clarifies the clients feelings and thus makes it possible for his or her problem to be viewed more objectively.
- It provides an opportunity for emotional catharsis (i.e. getting rid of strong emotions or unhappy memories by expressing them in some way). This brings relief from pent up tensions and pressure.

- It encourages the counselee to move from superficial concerns to more deeper and relevant problems. Weaknesses of client-centered theory
- In the school situation counselor are under immense pressure from both the class teachers and the school administration to encourage pupils to change their behavior immediately, as stance that goes contrary to Rogerian theory.
- Because it has the same goal for all clients, i.e. maximizing self, assessment for any individual is impossible.
- While client-centered counselor are expected to be neutral, it is impossible to be valueless in inter personal situations.

## PSYCHOANALYTIC THEORY OF COUNSELLING

Sigmund Freud is the famous authority of personality theory and psychoanalysis.

Brief History of Sigmund Freud – The Psychoanalyst

Sigmund Freud was born in Freiberg, Moravia (in the Republic Czeehoslovakia) on May 6, 1856 and died in 1939. His father, who was a Jewish wool merchant, got married to Freud's mother after he parted with his first wife having two sons. Freud spent most of his life time in Vienna where he received his medical degree in 1881 form the University of Vienna. He continued to practice medicine at the Vienna General hospital and studied organic diseases of the nervous system. He married Martha Bernays in 1886 and has six children with her, the youngest of which was Anna Freud, who made significant contributions to the field of psychoanalysis. Freud studied hypnosis with Charcott in Paris. His interest and findings were furher strengthened by the success achieved by JesefBrever, who used hypnosis with a hysterical patient. The two of them developed a technique called catharsis, which involves the enactment of emotional situations while under hypnosis. Freud later abandoned the use of hypnosis substituting it with free association. He wrote a number of books among which are; the interpretation of Dreams (1990). The Psychopathology of Everyday Life (1900).The Psychopathology of Everyday Life (19900). The Ego and the Id (1923), Beyond the Pleasure Principle (1920) and Civilization and its Discontents (1930)

Proponent of Psychoanalytic theory

Sigmund Freud single handedly recruited a number of psychoanalytic thinkders (neo Freudians) to continue that his work. Some of them are Carl

Jung, Otto Rank, Alfred Adler, Wilhelm Reich, Karen Horney, Theodore Reik,

Franz Alexander, Harry Stack Sullivan, Erick Erikson, and Anna Freud who is Freud's daughter. They expanded, revised, and adapted the principles of psychoanalysis to their respective settings and practices. Other schools of thought and theorists on counseling borrowed heavily from traditional psychoanalysis. They include Fritz Perls, Albert Ellis, Eric Berne, and Rollo May.

### Philosophy and Basic Assumptions

The psychoanalytic view of mind is a deterministic view, in which man's feelings, actions, behavior, and responses to situations are governed largely by irrational forces, biological and instinctual drives out of his awareness, beyond his conscious controls and carried over from his childhood. The individual is thus to be helped to achieve an enduring understanding of his own mechanisms of adjustment and thereby to help him to resolve his basic problems. The theory of Freud is premised on three fundamental principles which are economic, genetic, and structural (Shartzer and Stone, 1976).

1. The economic premise postulates that certain amounts of psychic energy are available for the organism to use.
2. The genetic premise relies on the belief that an orderly sequence of steps is involved in the psychological development of an individual.
3. The structural premise views personality as being made up and influenced by substructures which Freud termed "psychic entities" explaining with concepts such as 'conscious', 'preconscious', 'unconscious', 'ego', 'superego', and 'id'. These concepts are useful to a theoretical understanding of mental structure.

### Key concepts in Psychoanalytic theory

1. Levels of awareness or level of mental reasoning
2. Structure of personality
3. Psychosexual stages of development
4. Ego defence mechanism

1. Levels of mental reasoning: Freud believed that there are levels of mental reasoning or awareness acting to control our personality development at any moment. These are;

- Level of consciousness, this can be likened to an iceberg above the surface of water and this is visible and apparent to the individual. For example one reasons at the conscious level when one's attention is focused on a particular task while many things are going on around the individual.
- Level of preconscious, this consists of our thoughts, ideas, beliefs and feelings, which might be temporary forgotten but easily brought to consciousness when needed e.g. names, telephone numbers etc.
- Level of unconscious; this according to Freud is the most important part of the mind since it largely controls or determined out behavior. He believe the unconscious mind is beyond a person's normal reasoning but can be made available through psychoanalytic techniques.

## 2. Structure of Personality

Freud saw the adult personality as consisting of three components the Id, ego and super ego. A –C – ID, B – Ego, superego

The id according to Freud is the primitive, impulsive part of our personality demanding instant reward for all its efforts. It is unrealistic, selfish, demanding and operates on the pleasure principle which is the notion that all actions and demands must be satisfied immediately irrespective of the consequences of the action. It thus seeks to avoid tension and pain, seeking instead gratification and pleasure.

The ego is viewed as the only rational element of personality, mediating between the Id and the constraints of reality. Its contact with reality makes it control consciousness and provide logical thinking and planning. It operates by the reality principle, the process of delaying impulse expression taking into account the immediate and future consequences of behavior.

The ego is the executive arm of personality that determines what the individual does. The ego motives are based on self-interest, self-enhancement, striving for status, superiority, achievement and power.

The superego represents the conscience of the mind and operates on a principle of moral realism. It serves as the internal representative of the

traditional values and ideas of society interpreted to the child by his parents and enforced through a system of rewards and punishment given to the child by his parents. The superego represents the ideals more than the real it strives for perfection rather than pleasure. The conflict between the ID and SUPEREGO

The development and interaction between the id, ego and superego which make up the development of the individual that takes place during the psychosexual stages of development. In the interactions between the three forces, the superego is seen to be most aware of the impulse of the id and seeks to direct the ego to control the id. The id and superego are thus constantly striving for control over the id anxiety therefore set in within the individual. The theory thus views conflicts as inevitable in humans and that human behavior is directed towards reducing this tension. Tension reducing therefore becomes a major goal of counseling in the psychoanalytic approach.

### 3. Psychosexual stages of Development

Freud posited that an individual goes through various psychosexual stages of development that correspond to the maturational stage of the body at various times of one's existence. There are three broad phases of five stages. The phases are pre-genital (oral, anal, and phallic stages), latency and genital phases.

**Oral Stage (birth to 2 years).** During this stage, the individuals' libido (principal pleasure seeking force) is concentrated around the mouth. The child obtains gratification through the mouth, feeding, sucking-swallowing, biting and chewing. A child who becomes fixated, (unable to control urge for gratification) by being weaned too early or too late may become highly gullible, swallowing any story, or verbally aggressive and sarcastic.

**Anal Stage (2 to 4).** The libido moves to focus on the anus and the child begins to derive great pleasure from defecating. Fixation of the child at this stage can have personality, a person who holds on to things becoming miserly or obsessive. Too loose toilet training leads to an anal expulsive personality, an overly generous person, or one who easily gives up.

**Phallic Stage (4 to 6 years).** The Libido shifts to the genital area and as children become aware of their sexuality they develop sex-role identify.

Some psychological development that may occur are castration anxiety, penis envy and Oedipus or Electra complex.

Castration anxiety is the boy's fear that he may lose his penis and become like a girl. Penis envy develops in girls when they compare themselves with boys and observe their lack of a penis.

The Oedipus and Electra complexes are derived from Greek Mythology. In the Oedipus complex the boy desires to be the sole object of his mother's affection and to remove his father when he views as his rival from the scene. Since this is not possible, he tries to identify with his father and adopt his gender role.

Latency Stage (6 – 11 years) Sexual urges are relatively quiet at this stage, children move from home and get to form acquaintances with peers and these peer relationships take on greater importance in their emotional and intellectual developments. Genital stage (puberty to adulthood). The child gains new interest in sexuality and in sexual relations. The adolescent learns to deal with members of the opposite sex in socially and sexually mature ways.

5. Ego Defence Mechanism: The ego tries to deal with events that arouse anxiety within the individual. Defence mechanisms can be described as in-built strategies that the individual consciously or unconsciously uses to repress or absorb shocks, anxiety and stress invoking events or situations that confront the individual. These are;

- Repression – Anxiety-provoking behavior or very sad events and thought are pushed to the unconscious mind.
- Project – One's shortcomings or undesirable traits are attributed to others or objects.
- Denial – The ego shuts itself from some reality thus the individual refuses to accept the true source of the anxiety.
- Reaction formation – The individual reacts to the object of anxiety by substituting unacceptable hate or vice versa. An example is where a person is extremely nice to another when actually negative feelings are harboured towards the other person.

- Sublimation – This is adopting or redirecting socially unacceptable impulses into acceptable ones. For instance a person may choose boxing as a profession instead of being a bully.
- Sublimation- This is adopting or redirecting socially unacceptable impulses into acceptable ones. For instance person may chose boxing as a profession instead of being a bully.
- Displacement- This is discharging impulses or shifting from a threatening object or person to a safer target. It is known as transfer of aggression. For instance a child beating his younger sibling for laughing at him for being scolded by the parents.
- Rationalization – Using reasoning to make irrational feelings or behaviours seem treasonable. When the ego is burnished or defeated by the id or super-ego, it tries to manufacture some good reasons to explain off the defeat.
- Regression – This is a retreat to an earlier behavior that provided some form of comfort or security. It allows the individual to discharge libidinal energy in a way he/she considers safe. AK.G. child who is frightened in school may indulge in infantile behavior such as weeping, excessive dependence or thumb sucking.
- Identification – This is identifying with authority figures or role models to basically ward off inferiority complexes. E.g.: claiming to a be a relative of noted person or belonging to a particular family.

### The Process of Psychoanalytic Counseling

The process of psychoanalytic counseling begins with the counselor explaining the general procedures, aims and purposes of therapy to the client. The client is then told that his behavior and attitudes may depend upon emotional factors he may be aware of which would have to be retraced to his unconscious motivations so that they can be understood and dealt with effectively. The following procedures are then employed.

- i. Free Association: This is an important tool in psychoanalysis. The client is made to recline on a couch with the counselor seated behind he patient's head. the client is asked to close his eyes and tell the counselor whatever comes to his mind irrespective of how "illogical, irrelevant, silly, painful, trivial or objectionable it may seen to him. This technique is to enable the counselor to penetrate the client's unconscious wishes, fantasies

and recollecting of the past experiences that serve as stumbling blocks to its functioning as a normal human being. ii. Resistance: This refers to the inability to remember important past events or refusal to talk about anxiety arousing events because of associated pain, guilt or shame. The task of the counselor is to deal with such resistance through the use of confrontation, classification, or interpretation (Greenson, 1967). iii. Interpretation: Once situations cannot be forced out of the client, the counselor or analyst may try to interpret the resistance and clear the path of the associations thus providing a flow for further understanding. The interpretations are however held tentative and are revised as free association continues.

iv. Dream Analysis: Dreams are considered important because they provide a means of understanding the unconscious and also enable the counselor to gain insight into some unresolved problems. The manifest content (reported dream product) is not as important as the latent content or motivational conflicts symbolized in the dreams. One dream may therefore have different interpretations and as such there is no universal key to the meaning of dreams (Makinde 1983).

v. Transference: This refers to the reenactment of previous relationships with people and principally of the parents-child relationship. "Transference is positive where the emotions directed towards the counselor are those of affection and love, transference is negative where attitudes such as hatred, anger, rage, dislike or argumentativeness are exhibited towards the counselor. vi. Termination of Counseling: This is done when the client indicates that childhood memories which serve as resistance for important motives have been overcome. Where there is a clear indication of a resolution of the transference situation and the establishment of a normal relationship between counselor and client therapy can also be terminated.

#### Merits of the Psychoanalytic Approach

- Freud's theory was the first comprehensive theory on personality providing the first effective techniques of psychotherapy
- His revelation that early childhood influence shapes the development of personality had far-reaching implications for child rearing practices and promoted research into this area.
- He was the first to stress the importance of a non-moralizing attitude of the therapist

- His theory established a high degree of correspondence between theory and technique.
- His approach provided a model in using interview as a therapeutic technique.

### Demerits of the psychoanalytic Approach

The following are some of the limitations/difficulties of the psychoanalytic approach.

- The theory is too expensive and time consuming in terms of counselor training and client treatment
- Not suitable for large number of people
- The theory does not consider the effect of social and cultural forces within the individual and society which can also influence the behavior of man. • It places too much stress on early childhood experiences eroding the individual's personal responsibility for his/her actions.
- The rationality of man is greatly minimized
- Most of the basic concepts are difficult to research and prove empirically
- As a therapy it may not be useful in crisis situations where clients regain immediate solutions to their problems.

### ECLECTIC COUNSELING

The use of eclectics as a counseling approach can be traced back to the 1940's.

#### Meaning of Eclectism

It refers to selecting, reconciling and choosing appropriate doctrines or methods from various sources such as clinical psychology, sociology and personality as a way of developing a model for counseling. Eclectic counselors are of the belief that a single orientation is not adequate and therefore it is necessary to draw from a variety of procedures, techniques and concepts so that the needs of counselees can best be met.

Proponents of eclectism include Frederick Thorne (1950), Erickson (1950), Forehlich and Darley (1952), Traxler (1957) and Strang (1964).

#### Basic assumption of the Eclectic Approach

This approach operates on the following assumptions

- Individuals require special professional help periodically in understanding themselves and their situations and in resolving their problems. • This special help should be educative in nature providing information about individual personality and social reality
- The process requires a global evaluation of an individual in respect of his past history present situation and future possibilities.
- Maladjustment results from the client's failure to learn to use his intellectual resources as he was supposed to early in life.
- The individual has a need for maximizing his intellectual resources in order to develop problem-solving behavior.

#### The Process of Eclectic Counseling

One of the major objectives of eclectic counseling is to ensure that the counselee has good mental health by identifying and dealing with the causes of maladjustment or mental disorder in him or her. Achievement of this objectives means that he client gains relief avoids pressure or punishment and succeed in life learning to adapt more efficiently, Thorne (1950) identified the following steps in pursuit of the above objective.

- The diagnosis of the causes of personality maladjustment
- Designing of plan of to modify the ethological or causal factors
- Securing proper conditions fro efficient learning
- Stimulating the client to develop his own resources and assume responsibility for the practice of new modes of adjustment
- Appropriate handling of related problems which may contribute to proper adjustment.

According to Thorne, the client should posses the following characteristics for eclecticism to succeed.

- He/she should be motivated enough to seek psychological help, to enter and remain in the counseling relationship long to receive help
- It should be possible to establish a satisfactory rapport with him/her problems verbally
- The client difficulties should be organic, that is, should require medical or psychiatric care
- The clients personality resources should be sufficient for a solution to be worked out from within.

Merits

- It gives the counselor methodological freedom to employ whatever particular skills they possess by the means they choose in what they judged to be in the best interest of the client.
- It stresses the importance of diagnoses as the cornerstone to understanding individual behavior.
- Its comprehensive nature makes the approach acceptable to many individuals and its broad scope makes provision for the individual needs of all students.
- Counselors have a better understanding of the indications and contra indications of many methods and are thus able to utilize them without bias.

#### Demerits

- Eclecticism is not effective in situations where students are trained in only one orientation and are either oblivious to other methods or don't feel competent in their applications.
- The eclectic approach does not yet possess a consistent philosophy of counseling. Choosing bits and pieces from a wide spectrum of theories and methods results in confusion of mixed up contradictory assumptions and incompatible techniques.
- Establishing uniform standards for the functions and duties of counselors is difficult.
- Counselees may feel uneasy with changes in methods as the counselor tries different methods on a trial and error basis.
- There are few quantitative measures available to evaluate this approach.

#### COMMUNICATION IN COUNSELLING

Communication is the process in human relations involving passing information and understanding from one person to another. It refers to a process that enables an idea in one person's mind to be transmitted, understood and acted upon by another person.

In communication, one party plays the role of the sender (speaker) and the other as the receiver (listener) Any Effective communication should result in an appropriate interpretation of the message the speaker is conveying.

#### FACTORS THAT ENHANCE EFFECTIVE COMMUNICATION BETWEEN THE CLIENT AND

## THE COUNSELOR

The following are some factors that enhance

1. The personality of the counselor
2. The nature of the client
3. The condition under which counseling is done
4. The skills of the counselor
5. The form of communication used

1. The personality of the counselor. Human beings by nature feel comfortable and express themselves freely in the presence of people they perceive to be of similar status to them and who might understand things the way they do. Nobody feels comfortable to express himself/herself to a bossy listener who wears a lot of air around himself/herself. The personality characteristics of counselor can either put off or attract a counselee to speak freely of his/her problems. This includes the counselor being;

- a. Friendly
- b. Simple and gentle
- c. Accommodating
- d. Attentive

Some personality characteristics of the counselor that may hinder effective communication are:

- a. Bossy
- b. Talkative
- c. Lackadaisical
- d. Indifferent

2. The nature of the client. The nature of the client no doubt contributes immensely to the level and quality of communication in a counseling relationship. A very confident client can openly express his/her feelings and give the appropriate answers to the counselor's questions. Also an extrovert client is likely to involve himself or herself in communicating with the counselor more than an introvert or shy person.

3. The condition under which counseling is done. You are reminded that this factor is more of a psychological condition than a physical condition. A welcoming atmosphere will definitely elicit open and free response from a client who has come to seek a solution to his/her problems. Also, an assurance of confidentiality and privacy will give a client the urge to say all that he/she has to say without any fear of his/her secrets becoming a topic for public discussion.

A hopeful atmosphere can open up a client. If a client feels that the counseling relationship will hopefully lead to a possible solution of his or her problems he/she is motivated to pour out his/her feeling thus enhancing effective communication.

4. The skills of the counselor. Effective counseling depends greatly on the effectiveness of the various skills adopted by the counselor. To enhance communication, the questioning skills of the counselor should be those that promote continuous interaction between the client and the counselor.

Also the responses from the counselor to the client's statements and reactions should convey the appropriate messages to the client. This enables the client to feel that the counselor is with him/her and that he/she is being understood.

5. The form (style) of communication used. The style of communication adopted by the counselor in the counseling relationship should not be one sided.

The interaction should be so balanced that both the client and the counselor should feel that they are equally involved in the interaction. Allowing only the client to be speaking without any involvement of the counselor will make the client to coil into his or her shell and may not willingly say anything again because he/she may feel not being listened to.

Communicationskills in counseling

- Listening skills
- Empathic skills
- Genuineness skills
- Acceptance skills
- Conveying warmth skills

A. Listing Skills

Egan, (1986) defined listening as the ability of helpers (counselors) to capture and understand the messages transmitted by clients either verbal or non-verbal, vague or clear. It includes not only listening with ears to his words and with the eyes to his body language, but a total kind of perceptiveness. Listening is very important in counseling communication. In fact, all other skills in counseling communication heavily depends on effective listening. According to Cormier and Cormier (1979), effective listening involves three processes or stages.

- Receiving a message
- Processing message
- Sending a message (Responding)

#### Receiving a message

In receiving the client's message, the counselor carefully attends to what the client says and how the client behaves when he/she says it. In this listening process, the counselor's behaviour is not seen because it is something which the counselor processes in the mind.

#### Processing a Message

This is another listening process which does not show any open or outward behavior in the counselor. This involves thinking of the message of the client and turning it over several times in your mind taking care that you are thinking of the actual message sent by the client and not what you just want to hear. This is very important because the message that the counselor sends back to the client is dependent on the message he processes. If you do not process your client's message well, it is most likely you will send back a wrong response.

#### Sending a Message

This is the last listening process in which the counselor overtly responds to the client's message. The response can either be verbal or non-verbal. It involves giving an appropriate reply to the client's message. Effective listening always goes with an appropriate response.

The following are the listening responses

- Clarification
- Paraphrasing content
- Reflecting feeling, and
- Summarizing

#### Clarification

In clarification, the counselor simply asks a question if he/she thinks the client has said something that is not very clear. Phrases like "Are you saying that" or "Do you mean that" are used by the counselor to encourage the client clarify or throw more light on the statement he/she made earlier that did not come out well.

The aim of using this response is to:

- Encourage the client to explain issues more

- Find out the accuracy of what you have heard
- Clear any doubt or confusion about the client's message

### Paraphrasing Content

In this listening response, the counselor rewords what he/she believes the client just described about a situation, and event, a person or an idea. In paraphrasing, the counselor responds to the client's statement in a way that the client will feel that the counselor is with him/her and clearly understanding whatever he/she is saying.

When paraphrasing, the counselor needs to focus only on the content of what the client said.

The purposes of paraphrasing content are:

- a) To help the client to focus on the content of his or her message
- b) To bring the client's attention on to the facts of an issue when he/she is becoming too emotional. Phrase like "what you are saying is that....." or what you mean is that ....." Are used to paraphrase content.

### Reflecting feeling

Reflection of feeling as a listening response is that attempt the counselor makes to express the client's most meaningful ideas and feelings about self in words understandable to the client. Reflection fosters the expression of emotion and thoughts that produce them. Reflection of feelings technique focuses on the client's internal frame of reference (point of view). It is like what happens when we look in a mirror. The mirror reflects exactly what we look like usually the affective part of your client's message reveals the client's feelings about the content, therefore that should be the focus of reflection.

### Summarizing

Summarizing means 'tying together'. In counseling, it involves rephrasing two or more different parts of a message or message. Summarizing is very valuable because it triggers of three things which Hough (1996) gave as:

Understanding of what the client has said, accurate selection of the elements and themes; and verbal expression of these key elements and themes in a clear straight forward and emphatic way.

## B. Empathic understanding skill

The word “empathy” has its roots in the Client – Centred or Person – Centred theory developed by Carl Rogers in 1951. Rogers, (1961:29) defined empathy as one’s ability to be able to understand another’s thoughts, feelings and behavior in a way that is accurately communicated to the other person.

Empathy is the ability to put oneself “into another’s shoes”. It is the ability of individuals to listen to and understand the thoughts, feelings, beliefs and experience of others.

In counseling, empathy is referred to as being in or understanding another’s “frame of reference”. It means the counselor is able to sense and understand the exact feelings of the client and share this understanding with him/her in a non-judgmental manner. Empathy is the ability to “feel with” the client as if his/her situation were your own. Empathy is the heart of any counseling relationship and can be communicated verbally or non-verbally.

## C. Acceptance

Acceptance can be seen in two forms

- a. Acceptance of self
- b. Acceptance of others

As a communication skill used by counselors, our concentration shall be on Acceptance of others. Acceptance has to do with the attitude of recognizing the value of people.

Acceptance of others refers to attitude of recognizing the value, dignity and worth of other people. A person who accepts others, shows regard and respect for them regardless of their appearance, status, race, colour, gender, religious beliefs or ethnic background.

This is sometimes referred to in some guidance and counseling literature as “Unconditional positive regard” In our ordinary everyday life interaction, it is easy to discuss sensitive, personal or intimate issues with somebody we feel is showing some attitudes of warmth and acceptance. In counseling interactions when warmth and acceptance are present, clients are more likely to gain confidence in themselves and their own ability to cope. The feeling that someone else cares for and values us, prompts a sense of confidence

almost immediately. This can lead to greater courage and self-awareness in tackling problems.

Warmth and acceptance are indispensable prerequisite in establishing an affective relationship between the client and counselor in their first meetings.

### Benefits of Acceptance of Others

When clients feel accepted, they:

- Become more open and relaxed
- Feel more secure and free to talk about their problems
- Develop positive feelings that replace their feelings of sadness and frustration
- Grow to have liking for the counselor. This improves the helping relationship
- Have more self-confidence and self-esteem

The following are some of the attitudes of counselors who accept their clients a. They make the effort to communicate their warmth liking for them

b. They make themselves available and spend time with them

c. They show that they care through their non-verbal behaviours. d.

### D. Genuineness

This is a counseling communication skill where a counselor conveys genuine thoughts and feelings towards the client. Other words which describe this skill include honesty, congruence, sincerity and authenticity.

In using genuineness as a communication skill, the counselor will be open, honest and natural in a totally unfeigned way. When counselors are honest and open in their communication with clients, an atmosphere of trust is established and this in turn helps in stimulating clients to become more honest and open.

## UNIT FOUR

### FORMS OF COMMUNICATION IN COUNSELLING

#### Verbal Communication

Verbal communication is the exchange of ideas using words. These words can be in the form of statements, questions, exclamations or interjections.

Remember that in counseling, it is very important that whatever feeling is spoken or expressed should convey the appropriate meaning.

The following are examples of feelings that clients express verbally in counseling communication. a. Disappointment

- b. Hopelessness
- c. Sadness
- d. Hatred
- e. Anger
- f. Confusion
- g. Despair
- h. Fear

#### Importance of counselor's Verbal Communication

Verbal communication can be used by the counselor to do the following

- To show or indicate the desire that he is listening
- To show that he understands the client's feelings
- To urge the client to continue talking
- To seek clarification

Although it is said that words are the main component of verbal communication one should not lose sight of the fact that in normal human interaction, the manner in which things are said give a deeper and better meaning to what is said. Voice tone, volume, pitch and pace at which words are expressed give the appropriate meaning to whatever is spoken.

#### Non-verbal Communication

Non-verbal communication is communication effected by means other than words. According to Goldstein (1974), non-verbal communication is a complex medium of human communication that includes bodily appearance and personal behaviour personal dress, bodily movement, physical gestures, facial expressions and general expressions of emotion.

It should be noted that, personal dress can convey a message about the individual

The following are some of the most commonly identified non-verbal communication behaviours.

- Gestures
- Bodily contact (touching)

- Head nods
- Facial expression
- Posture

### Gestures

These are signs and other body movement and demonstrations to convey messages such as emotions, feeling or attention. Gestures are usually made with the hands or arms and they are most often used to accompany verbal expression.

### Bodily Contact/Touching

Bodily contact is another non-verbal means of communication used by very many counselors. The hand is the most often used instrument of bodily contact in counseling. Holding the hand of the client patting the client at the back, and shaking hands with the client are examples of touch or bodily contact in counseling. Touch or bodily contact sends a strong emotional message to clients when used effectively. This is where I want to caution that counselors must be very conscious of the gender of their client whenever they want to use touch or bodily contact as a non-verbal communication. A wrong message may be conveyed when touch or any form of bodily contact is not used appropriately and this can adversely affect the counseling relationship.

### Head nods

This includes the up and down or left to right movement of the head.

Whether forcefully or gently, slowly or quickly, the movement of the head conveys a specific message. Facial Expressions

The face is rich in communicative potential. It is the primary source for communication of emotional states. It provides non-verbal feedback on the comment of others. In fact, the face is generally believed as the primary source of information next to human speech. In counseling, it has been proven that facial expression cue plays such a dominant role in the communication of empathy, respect and genuineness (Tepper&Hase, 1978).

Facial expression is used by both the client and the counselor to convey messages.

### Posture

Posture is the position of the body or body movement during interaction.

Both the client and the counselor use posture in their interaction to communicate many things. A client's posture during communication may

communicate different attitudes like shyness fear or discomfort which is usually indicated when the body is drawn back or turned away from the counselor. Also when the head is lowered or bowed, shoulders draped and eye contact avoided, it communicates sadness. The positioning and posture of the counselor should be such that it does not convey a status of superiority to the client. For example, a counselor folding his arms over his chest and leaning backwards in his chair is not conveying any seriousness to the client. But when a counselor leans forward or sits up straight with a hand on the knee, and looking at the direction of the client, it indicates attentiveness.

NB: the use of touch in counseling communication especially when dealing with the opposite sex.

## BARRIERS TO EFFECTIVE COMMUNICATION

Some barriers to effective communication in counselling

### Lack of trust and credibility

The communication process is a give-and-take relationship between the counselor and the client. Information transmitted is meant to have a reciprocal effect on both parties. But if there is any situation which creates suspicion and distrust between the client and the counselor, it can decrease the likelihood of effective communication. The client will only communicate freely with a counselor he perceives to be honest and competent.

### Language

The essence of communication in counseling is the proper understanding of what is being said or conveyed. If the language being used is not clearly understandable to any of the parties, then information flow will be severely stifled. Even if both parties can use a particular language well, care must be taken to avoid verbosity and unclear statements in the interaction.

### Climate

The climate surrounding a counseling session can go a long way to promote or hinder effective communication. A serene environment devoid of distractions from outside can promote effective communication. Also if there is an assurance that nobody is eavesdropping whatever conversation is going on, then communication can flow freely from both parties.

### Moralizing and Preaching

Counseling interaction is not the same as preaching a sermon to a congregation. The counselor must therefore avoid preaching and pointing out the moral flaws in the submissions of the client. Any consistent attempt by the counselor to pass moral judgment on the statements of the client may result in the client keeping things to himself or herself.

#### Content of Message

The type of message that the client has brought to the counseling session can create some level of barrier to free flow of information. Issues bordering on infidelity on the part of the client do not lend themselves to free flow of information. The client becomes a little hesitant in saying certain things because her integrity is stake in the issue. The information may come in disjoint forms and in bits.

#### SOURCES OF INFORMATION FOR COUNSELING

The first source of information for counseling we shall consider is Parents.

- Parents know their children better than other significant others do. They are most often very much aware of their health problems, emotional and social characteristics, and other developmental qualities which might be of help for effective counseling.
- Through consultation of parents, the counselor can tap very relevant information for effective counselling of pupils.

#### 2. Source of information peers and playmates.

Social Behaviour, leadership qualities emotional behaviour, moral characteristics and intellectual qualities are some of the types of information that can be got from peers and playmates.

3. Source of information from Former teachers of the child can also be a very good source of information for counseling pupils. Former class teachers of the child can provide accurate information on the academic performance, emotional qualities, learning problems, leadership qualities and the general social life of the child. Although changes occur in human life over time, many characteristics of pupils can be traced to behaviours displayed in their earlier years. This is why former teachers come in readily as important source of information for counseling pupils.

4. Source of information Health officers like doctors and nurses can also serve as source of information for counseling pupils. Medical records of the child at the clinic or hospital that the child attends can provide information which might be very important in effective counseling of the child. Chronic

health problems that problems that pupils present at the local clinic or hospital are put on record which can be used as reference for counseling.

## STORING AND USING INFORMATION

The use of cumulative record card

A cumulative record is a record of the longitudinal developmental information about pupils (Zunker, 1993). It is longitudinal because the record accompanies a pupil as he or she moves from one level or class to the other. All the data collected from both test and non-test techniques are synthesized and collated into meaningful record of the individual. It is this record which is entered into the cumulative record book or folder.

Cumulative records are also known as individual records or Personal data.

Personal Data

This will include the full name of the pupil, sex, date of birth, nationality, ethnic group, language(s) spoken, home address and other related information.

Home and Family History

Some of the information recorded here are the address and full name of parents or guardians, parents whether divorced, separated or deceased, parents 'or guardian' occupation, place of work, number of wives of fathers or guardian, pupil's position family e.g. First born, last born etc.

Health Records

Under this, we have all the health history of the pupil, for example clinic and hospital attendances, checklist of illness, physical defects if any and dates and result of medical examination.

Standardized Test Results

Under this we have checklist of items on attitudes of pupils to the individual child, from the pupil to other people, authority and work personal qualities like being respectful, kind, a good mixer, display of leadership qualities, being friendly and affable, tolerant and ready to learn are all identified and recorded here. Vocational Guidance

Student's or pupils inclination and aspirations, parents' wish, counselor's recommendations, actions agreed upon about further education, training or

employment form, the major content under this area, information about the future career of the individual is one clear example of what can be found under this section of the card. Importance of the cumulative Record

- it provides the background information on the pupil. The record provides teachers with the background information about the pupils they teach and this helps the teachers to understand the pupils. The teachers learn about the problems and peculiarities of the children and this helps them to decide what assistance to give children.
- Another use of the record is that it provides knowledge about new children. Since the cumulative record book is carried along from class to class and school to school, it helps the teacher to know about the child who is new in the school. This helps the teacher and for that matter the headteacher to place the child in an appropriate group or class.
- The record provides information on educational, vocational and personal problems of the child. Such information will help a teacher to trace back any unusual occurrence about the child. The teacher knows what to expect and what to do in any circumstance about the problems that may occur.
- The record also helps to identify weak and gifted pupils. Teachers depend greatly on the record to identify gifted and weak children in order to give them the needed attention which will suit the specific needs of the individual child.
- Finally, the record gives the teacher or the counselor adequate information about the individual child and this makes teacher-parent or counselor-parent discussions on the child more meaningful.

#### CHALLENGES FACED IN THE COUNSELING OF PUPILS

- The level of training received by the counselor. It is a known fact that most of the personnel responsible for the guidance programme in our basic schools do not have sufficient training to effectively handle the programme. Most of the coordinators in our basic schools are the regular classroom teachers who have been asked by the headteachers to be responsible for the programme as an additional responsibility. They most often do not have the requisite expertise to handle the programme. They depend on the little guidance and counseling lessons they went through during their pre-service training

and in some cases the one or two in-service orientations which were given them. • The load of work to be done. Many schools do not have someone who is solely responsible for the programme. As alluded to earlier on, it is the regular classroom teacher who is given the additional responsibility to handle the programme in the school. This situation leaves very little time of the co-coordinator to concentrate on the counselling activities in the school. The guidance programme therefore suffers.

- The staff. As a guidance teacher in your school, one of your challenges will be how to deal with your colleague teachers..Your fellow teachers may not co-operate with you when you insist that they should use suitable method of teaching and to show love and affection towards the pupils they teach. Also they may not co-operate with you on assessing pupils' performance and the provision of accurate and reliable information about the pupils.
- The pupils. Pupils may be unwilling to make their problems and needs known to the counselor. They may misunderstand the co-coordinator's role as the guidance officer. Peer pressure also makes it difficult for pupils to change their negative attitudes and behaviours and this can be a big challenge to ht counselor.
- The Parents. Parents can create problems for you by:
  1. Blaming you for invading the privacy of their homes
  2. Accusing you of relating too closely with their children of the opposite sex
  - 3 Insisting on choosing subjects, courses and occupations for their children irrespective of their aptitudes and interes.
  - 4,Refusing to provide you with the necessary information about their children
  - 5, Misinterpreting the counselling service as an imposition of your ideas on their children.
- Mobilizing resources or materials. An effective guidance programme in the school will depend largely on the availability of materials resources. You will need an office for the counseling work. In that office, there should be equipment such as cupboard for keeping pupils records safely. You need writing materials and stationery for correspondence, assessment for correspondence, assessment forms and cumulative record cards.Materials like journals prospectus,

posters and newsletters to provide information to pupil should be available. Also, you need sufficient funds for various expenses.

### THE COUNSELLOR AND SIGNFICANT OTHERS

Guidance is really a co-operative activity. It is a team effort which requires the contributions of many people which are sometimes referred to as functionaries. Apart from the counselor, other people from the school, home of the child and the community contribute to the effectiveness of the guidance programme in the school.

These are the people we are referring to here as significant others. They are;

- The headteacher
- The classroom teacher
- The parent
- The district guidance co-ordinator
- The school nurse
- The school librarian
- The social worker
- The special education teacher

### The School Head's Role in guidance programme

The head of the school as an authority figure must initiate administrative actions to support the guidance programme. As Oladele (1987) noted, administrative support was ranked the highest priority category in the establishment and development of school guidance programme. The role of the school head in the guidance programme may include:

- Giving open financial support for the programme
- Securing a competent counselor for the school guidance programme •  
Promoting in-service education for the staff on guidance and counseling
- Providing class time for group guidance
- Establishing and encouraging a school guidance committee
- Facilitating the organization of educational visits, career days and he use of resource persons.

### The Class Teacher's Roles

The school curriculum has the central objective of producing a total individual by developing the cognitive, affective and psychomotor aspects

of personality. Some of the roles of the class teachers as a significant other in the school guidance programme are:

- Identifying pupils with counseling needs and referring them to the school counselor
- Orientation and encouraging the pupils to seek counselor's assistance as the need may arise.
- Orienting students to the world of work through studies, field trips, discussions self-appraisal and plans
- Promoting the development of positive pupils attitude towards education
- Providing favourable atmosphere for learning in the classroom
- Incorporating and integrating career education into the subject matter teaching
- Contributing as effective models through their characteristics and life styles for pupils to emulate.

#### The Parent

Parents have a major role to play in the success of their children's education. The home background of the child significantly influences the thinking and behaviour of the child.

Some of the roles that parents should play for effective implementation of school guidance programme are:

- Provision of the needed materials for child e.g. Books, uniforms, pens, pencils etc
- Paying the school fees of the child
- Providing good meals for the child
- Creating an effective home environment for the child to study after the normal classes in school
- Co-operate with the counselor in the choice of school or course for the child.

#### The District Guidance Co-ordinator

He performs the following roles:

- a. Co-ordinating system-wide services by seeing how the various services are being offered in the schools and giving suggestions for their improvement
- b. Disseminating current information on topical issues and innovations to counselors and school heads
- c. Conducting career conferences for students

d. Conducting in-service training for school counselors and teachers

#### The School Nurse

Physical illness can result in emotional disturbances and stress. Regarding the health of the pupils, the school nurse's work is very important.

The school nurse plays the followings roles

- Providing medical and health services by determining what disease or disability the child is suffering from
- Explaining to the counselor implications of complicated medical reports from the doctor on the child
- Giving health education to the general school community
- Helping to refer pupils with such problems as hearing impairment and poor eyesight to the appropriate support service agencies for assistance.

#### The School Librarian

The school librarian as a significant other in the school guidance programme plays the followings roles.

- Giving orientation to pupils as to the use of the school library
- Looking for library books that the children cannot locate on their own
  - Seeing to the maintenance of discipline in the library to the benefit of other pupils reading or engaging in any academic work in the library
- Directing pupils to other libraries or sources where they can find other relevant books that are not available in their own school library.

#### The Social Worker

- Deals with problems such as child neglect, financial and welfare needs of the child, child labour, attendance and other school adjustment problems and situations facing the child.
- Assists in the referral of children and their families to other agencies for assistance
- Provides information relevant to developing plans and programme for meeting certain children's needs in the school.

#### The Special Education Teacher

In Ghana, Officers who deal with special need children are posted to the district education offices. They visit the schools in their various districts to offer the needed services. Some of the roles they play are:

- Securing for the special needs child the best placement in available course
- Organizing remedial programmes for special need children in the school • Offering pieces of advice and referral services to physically handicapped children with acute visual, hearing and speech impairments.
- Sporting out gifted children and recommendation special attention for them.

#### THE IDEAL COUNSELING ENVIRONMENT

- Ideally, counseling is supposed to be done in an environment devoted of any side attractions and interferences. The counseling environment therefore should be deliberately structured so that the appropriate responses are obtained from the client.
- There should be a high degree of privacy during counseling. The client feels free and opens up when he or she realizes that no other person apart from the counselor is hearing what he or she is saying. Any slightest suspicion on the part of the client that someone else is listening to the conversation between the two of them will result in the client holding back very valuable information. • It should provide a warm reception for the client. The type of reception the counselor accords the client can promote or hinder effective counseling process. The counselor must heartily welcome the client to the counseling session by offering a handshake, a hug, broad smile, a glass of water or a bottle of soft drink if this is available. Any other thing that the counselor can do to make the client feel very much welcomed should be done.
- An ideal counseling environment is created when there is mutual trust between the client and the counselor and respect for one another. The client should feel that he or she can trust the counselor and that his or her dignity as an individual will be respected by the counselor. The client should trust that the confidentiality between the two of them should be maintained.
- The seating arrangement in a counseling session also greatly contributes to the promotion of an ideal counseling environment. The seating arrangement should be such that it will communicate to the client equality in the counseling relationship. In this sense, chairs

should be of the same height and type and should be positioned correctly to each other. This means that they should not be uncontrollably close. Ideally, the chairs of the client and the counselor should be placed at a slant angle so that both parties are given the opportunity to break eye contact occasionally. When people are seated directly opposite to each other, there is less chance to break eye contact (Hough 1996)

- Another vital part of the counseling environment is the physical distance between the client and the counselor. A number of studies have examined the influence of proxemics or physical distance between client and counselor and most of their findings were inconclusive. Haase and Dinaltia (1970) found that the most preferred seating position among counselors, administrators and clients was one that depicted individuals interacting over the cover of a desk. On the other hand, Brokeman and Moller (1973) found that individuals may prefer a more formal sitting position under unfamiliar situations, whereas a mere informal position is preferred under more familiar situations. Although no agreeable physical distance between client and the counselor has been recommended, it is very important to note that proximic preference largely reflects cultural bids and can influence the reception of verbal communication (Pietrofesa, et al. 1984).
- An active wall is another factor that can promote an ideal counseling environment. The walls of the room of a counseling centre should be decorated with posters containing soul inspiring and encouraging messages. Wise sayings which give hope to the hopeless, healing to the afflicted and consolation to the broken hearted should be beautifully inscribed on cards and pasted at strategic parts of the room to attract the client. Reading very touchy message and understanding very clearly the real meaning of the message being conveyed has a therapeutic effect on the pupils.

WELL DONE. WE WISH YOU WELL.