

Guidance and Counselling Psychology: A Simple Guide

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This book entitled **“Guidance and Counselling Psychology: A simple Guide”** has been peer-blind reviewed and thoroughly scrutinized for its originality and contribution to scholarship by our Manuscripts Review Committee (MRC). On this note, IAHERI hereby recommends this text book for use in tertiary institutions.

Director, IAHERI Maryam Abacha American University of Nigeria (MAAUN)
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FOREWORD

Guidance and counselling is no doubt a field of applied psychology that is essential for human survival. Its significance can be viewed from the bona fide point of human needs and the desire for personal skills to problem solving. Given the contemporary psychological and sociological challenges facing the societies, the need for a specialized training on the theory and practice of the helping profession like guidance and counselling is imperative and inevitable.

This book therefore presents an excellent blend of theory and practice. It is written in a clear and expository way, which makes it endearing to those encountering Guidance and Counselling for the first time. The sequence of presentation is orderly as it covers the courses outline both at undergraduate and postgraduate levels.

This book is therefore an essential reading text for scholars in universities as well as parents and significant orders. I hereby, recommend it as a must-read for students, teachers, parents who really want to understand the basic principles of Guidance and Counselling.

**Professor Mohammed Lawal Mayanchi
Dean Postgraduate School
Federal University Gusau
May, 2022**

PREFACE

Guidance and counselling is gradually being recognized and accepted as a helping profession, especially in the areas of education and persona-social issues. Although in the universities and colleges, students perceive guidance and counselling as unexciting due to unavailability of exciting reading materials. It is this conviction that motivated us to compile the text. Hence, our concern has been to present Guidance and Counselling to the beginners in such a way as will enable them to acquire the basic knowledge and interest in the course.

Throughout the book, the approach has been to simplify, as much as possible, the basic concepts and principles of Guidance and Counselling psychology without any loss of meaning. In terms of the scope, the book adequately covers the course contents as presently taught in the tertiary institutions of learning i.e. undergraduate and postgraduate programmes. The book would equally be of immense value to practitioners, teachers, parents as well as students.

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June, 2022

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CHAPTER ONE

CONCEPT OF GUIDANCE AND COUNSELLING

Guidance and counselling are concepts that promote the efficient and happy lives of individual by helping them adjust to social realities. The disruption of community and family life by industrial civilization convinced many that guidance experts should be trained to handle problems of individual adjustment. Though the need for attention to the whole individual had been recognized by educators since the time of Socrates, it was only during the 20th century that researchers actually began to study and accumulate information about guidance and counselling.

Meaning of Guidance

The term “Guidance” is a programme or set of activities designed and rendered to an individual or a group of individuals so as to help them understand themselves and live a happy life. It could refer to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

Meaning of Counselling

Counselling is a relationship between two people where one person attempts to assist the other to organize himself better to attain a form of happiness by adjusting to the situation. Such relationship helps to openly discuss the problem faced by the client (someone in need of help), thus increasing the skills, courage and self-confidence in the client and creates a new behaviour. In counselling new methods are explored to identify solutions for the perceived problem faced by the client. Sometimes, the client may not find a solution, but the

thought of being able to share the problem with another person itself can give a satisfaction to the client.

Counselling is equally seen as a method of guidance of an individual. It helps someone (client) to grow to a greater maturity by allowing the individuals to take responsibilities and to make their own decisions.

In summary, counselling can be considered as a relationship between two people, where:

- i. One individual seeks another help
- ii. One person is willing to guide
- iii. The counsellor is trained to guide and counsel
- iv. The client and the counsellor are in a setting where help can be given and received.

Differences between Guidance and Counselling

- 1) Guidance is a broad and comprehensive process while Counselling is characterized by more precision and depth.
- 2) Guidance includes counselling as one of its services while Counselling is a part of Guidance.
- 3) Guidance is the distributive phase of the process where the focus is upon the educational and vocational problem of the individual, whereas Counselling is the adjective phase where the emphasis is on social and emotional problems of the individual.
- 4) Guidance is usually given to normal individual while Counselling is given for the abnormal behaviour.
- 5) Guidance can be personal or impersonal whereas Counselling is always personal.
- 6) Guidance brings about changes in the attitude of the client, while in Counselling, changes are brought about in the feeling and emotions of the client.

Conceptual Background of Guidance and Counselling

Guidance and counselling dates back to as early as 1907 when Jesse Davis implemented the first Guidance and Counselling Programme at Centre High School in Detroit, Michigan in the United States. Guidance and counselling experienced a rise in popularity in the years as educators focused on teaching students in a progressive environment. This development occurring largely in the US was the result of two influences: John Dewey and others insisted that the object of education should be to stimulate the fullest possible growth of the individual and that the unique qualities of personality require individual handling for adequate development. Also in the early 20th century, social and economic conditions stimulated a great increase in school enrolment. In addition, as the space race with Russians began in the late 1950s, Guidance and Counselling emerged as an important part of the educational process. These forces encouraged a re-examination of the curricular and methods of secondary schools, with special reference to the students who did not plan to enter college. The academic curriculum was revised to embrace these alternative cultural and vocational requirements.

Early Guidance programmes dealt with the immediate problem of vocational placement. The complexities of the industrial economy and the unrealistic ambitions of many young people made it essential that machinery for bringing together jobs and workers be set up, vocational guidance became that machinery. At the same time, counselling organizations were established to help people understand their potentialities and liabilities and make intelligent personal and vocational decisions. The first vocational counselling service was the one established in 1908 by Frank Parson, a pioneer in the field of guidance. This model

was copied by many schools, municipalities, states and private organizations.

Historical Development of Guidance and Counseling Practices in Nigeria

The historical development of Guidance and Counseling services in Nigerian schools can be traced to early attempts to school guidance counselling organized by the Rev. Sisters in St. Theresa catholic college, Oke – Ado, Ibadan, in the form of career and vocational guidance and counselling information offered to the final year student of the school. This was in 1959. This effort was transformed into the Nigeria Career Council. Later with many University products (particularly from Teachers, College, Columbia in U.S.A) coming back to lecture in Nigerian Universities, the idea of providing guidance counseling services to pupils as part of the educational programme came to be appreciated. In 1977, Counselling Association of Nigeria (CAN) was established at the University of Ibadan.

Universities where these Columbia graduates took up appointment began to offer guidance and counseling services and eventually advocated for establishment of guidance and counseling units and departments in the Universities. University of Ibadan being the oldest institution in Nigeria attracted most of the “Columbists” and happened to be the first University in Nigeria to establish the largest independent Department of Guidance and Counseling in terms of staff and student population of undergraduate and higher degree levels. Other Universities soon followed suit more particularly with the popularization of the services of guidance counseling programme for effective and meaningful educational policy in Nigeria. The abbreviation – CAN was later changed to CASSON in 1992 at Bayero University Kano. Today, although the population strength of

guidance counseling officers is low, yet the impact of guidance and counseling as a helping profession is fast becoming felt throughout in Nigeria.

Goals of Guidance and Counselling

Some of the major goals of guidance and counselling as spelt out in Sambo (2008) include the following:

1. **Achievement of positive mental health:** This refers to prevention of emotional tensions, anxieties, indecisions, positive feelings of warmth and being liked.
2. **Problem solving:** Guidance and counselling as a helping process assist some one to find solution to his/her problem. Since problem solving is an aspect of human life, no one can claim to be free from all problems. Therefore the goal of guidance and counselling is to help someone overcome such problem that may come his way.
3. **Improving personal effectiveness:** Guidance and counselling seeks to improve personal effectiveness of clients so that they can commit themselves to activities or personal projects, by investing time and energy and be able to take appropriate economic, psychological and physical risks.
4. **Self-understanding and exploration.** Guidance and counselling help someone gain knowledge about himself, his abilities, capabilities and his environment. By gaining knowledge of oneself, an individual is able to explore opportunities available in his environment leading to self-actualization and self-worth.
5. **Counselling to help change:** This goal focus on the mechanism of change brought about by physiological and psychological development in clients. The counsellee should therefore be assisted in the

process of change which pervade the period of adolescence through early adulthood during which the client is helped to realize his potentials.

6. **Decision making:** This goal seeks to develop in individual the ability to make decision about ones life. Decision making help to foster personal growth as it is the ultimate goal of counselling

Principles of Guidance and Counselling

Principles of guidance and counselling are systems of beliefs regarding the counselling practice (Sambo 2008). Some of these principles include:-

1. Guidance and counselling services are designed for all individuals at all times.
2. Guidance and counselling services are voluntary, there should be no compulsion.
3. Guidance and counselling services are continuous and life long processes.
4. Guidance and counselling services are primarily provided to prevent problems rather than solving them.
5. Guidance and counselling provides for individual differences.
6. Guidance and counselling do not provide solution rather it make available variety of suggestions for the client.
7. Guidance and counselling ensures the security and confidentiality of all personal information revealed by the client during the counselling
8. Guidance and counselling services recognize the worth and dignity of the individual without any condition

CHAPTER TWO

THEORIES OF COUNSELLING AND PSYCHOTHERAPY

Counselling theories are propositions, principle or laws that provide bases for counselling practices. Theories enables counselling psychologists develop techniques that can help the client learn some more effective self benefiting behaviour patterns. Most theories in counselling follow three areas of problem; viz: cognitive, affective and behavioral.

Counselling theories as far as the context is concerned are also understood as approaches to counselling with similar assumptions on human nature which seems to form the basis for explaining, understanding, and helping individual to enhance and develop their potentials.

In this chapter, students will be exposed to the various theories of counselling, the characteristics of each theory, the views of human nature, counselling techniques, goals, limitation and implications for the clients.

1. Behavioural theory of counselling

Proponents of this theory are B.F Skinner, Bandura, Wolpe and rest of others. The behavioural theory of counselling is of the view that counselling should be concerned with bringing about positive changes in individual behaviour. This is aimed at helping counselees change their undesirable behaviours and adopt more desirable and socially acceptable ones.

Behavioural counsellors like other behaviourists believed that behaviour are learnt by the individual in the process of his interaction with his environment. This is quite different

from behaviours emanating from maturation and characteristics, traits or qualities inherited by the individual. It is noteworthy that learning is an important concept in the behavioural theory which makes the behavioural counsellors viewed this approach as the application of the principles of learning.

The behavioural theory traces individual development and assumes that an infant at birth has a neutral character, which means they possess behaviour that cannot be said to be good or bad. The infant shape or pattern of behaviour has to be moulded by the interaction of his hereditary traits and his environment. This interaction is known as the learning process. Undesirable or deviant behaviours are learnt and can also be unlearnt. However, socially appropriate behaviour can be learnt to replace inappropriate ones.

Behavioural counsellors also opine that psychological problems are learned responses that inhibit the healthy development of the individual personality. More so, they conceded the fact that the individual is not just a passive organism; he is active and capable of influencing the behaviours. This also means that the individual and his environment influence each other.

Unlike the psychoanalysts, the behaviourists believed that the actions of the individual are not controlled or influenced entirely by biological or social forces. The behavioural counsellor deals with present behaviours and not the past ones. They do this by applying some methods or techniques to bring about changes in a counselee's behaviour by modifying his psychological state and environmental conditions. Some of these techniques are reinforcement, counter conditioning, cognitive and modeling.

Behavioural Views on Human Nature

The behavioural counsellor assumes that:

- 1) Human beings begin life not innately good or bad but like John Locks' *tabula rasa* on which nothing has been written or stamped.
- 2) An individual reacts to stimuli encountered in the environment and behaviour is learned as individuals interact with their environment.
- 3) Heredity and the interaction of heredity and environment produce behaviour and form the personality.
- 4) An individual personality incorporates positive and negative habits both of which are learned.
- 5) An individual's behaviour is determined by the frequency and types of reinforcement provided in life situations.
- 6) People learn patterns of behaviour because various actions and reactions are accompanied or followed by satisfying condition and are consequently stamped-in to be repeated at the later time.
- 7) Human behaviour is determined by the goals people set for themselves or as imposed by the society. The individual develop a network of motives or needs which act to guide behaviour.

Behavioural Counselling Techniques

- 1) **Shaping:** This technique involves modifying behaviour through reinforcement. It is a process of helping clients acquire desired behaviours through a series of approximations of the desired behaviour.
- 2) **Extinction:** Whereas shaping is a process of increasing a desired behaviour, extinction is a process of decreasing the frequency of an undesirable behaviour. It involves withholding any

reinforcement, positive or negative. It also involves ignoring a specific behaviour.

- 3) **Reinforcing incompatible behaviours:** This involve reinforcing one response which in turn blocks the appearance of the undesired behaviours. A client with negative self thoughts for example may be asked to read cards with positive statements three or four times to himself. It is assumed that this will replace undesired negative thoughts by replacing them with positive thoughts.
- 4) **Contracting:** Like other contracts, the behavioural contract is a negotiated agreement between two parties, in this case, between the client and the counsellor. The behavioural contract is characterized by clear expectations where all agreements of the contracts are stated clearly and objectively as well as bonus system, where the client is rewarded for contract compliance.
- 5) **Cognitive learning:** This technique is an oral contract between the client and the counsellor. Sometimes, the client may know the desired behaviour he wishes to engage in but may be unaware of how to accomplish the behaviour. The counsellor in this case suggests what to do which is then tried by the client.
- 6) **Covert reinforcement:** Through covert reinforcement, positive reinforcing consequences are presented in the form of mental imagery. The procedure involve either pairing an image of the undesired behaviour with a second image that is extremely negative or pairing an image of desirable behaviour with an image of extremely positive consequence.

Behavioural Counselling Goals

The ultimate goal of behavioural counselling is to teach client to become their own behaviour modification experts. That is to teach client to programme his own reinforcement schedules.

Limitations of Behavioural counselling

Some of the commonly cited criticisms of behavioural counselling are that:

- 1) The approach is impersonal and manipulative.
- 2) The counselling goals are often predetermined by the counsellor.
- 3) The constructs of learning adopted by behavioural counsellors are not comprehensive enough.

Possible Implications for the Nigerian clients

The behavioural approach to counselling has relevance for the Nigerian client. The clients' particular behaviour to be changed can be identified and the appropriate behavioural technique utilized to change the behaviour identified. Thus, the individual need of the client is taken into consideration. Some of the broad based behavioural counselling techniques discussed can be effectively used with the Nigerian client.

2. Psychoanalytic theory of counselling

Sigmund Freud (1856 – 1939) still remains the father of psychoanalysts. An Austrian Jew, who gained worldwide recognition for his effort in analyzing the sub – conscious level of the human mind. Psychoanalysis is a method and techniques used for the treatment of mental and emotional disorders. This is done by repeatedly interviewing an individual so as to make him aware of his early life experience and connect it with his present behaviour.

Psychoanalysts are of the view that human beings are controlled by a strong biological force called libido which is also known as sexual drive. According to them this driving force in human beings makes them think and behave the way they do. They also agreed that this force or impulses are always in conflict with other forces in the environment. This conflict brings about constraints and strains that render the individual emotionally disturbed. The individual will continue to strive to overcome the constraints, resolve the conflict and satisfy his own needs. This conflict with the environment may hinder the individual desires or redirect them or even completely denying the individual of satisfying or accomplishing his needs.

Psychoanalysts are also interested in tracing a person's problem to his development with the belief that the development of the person centers on his sexual or his social relationships. According to them, early in life, the individual represses its unsatisfied need in his unconsciousness and this goes along way to influence present behaviour. The goal of counselling based on this theory is to assist the counselee restore the balance in the tension between the internal and external forces affecting the counselee. Since it is believed that repressed past conflicts and desires unconsciously influence present behaviour in an individual, the psychoanalytic counsellor would seek to unmask, analyzed and interpret them with a view to understand and relate them with the counselee's present life experiences. However, the psychoanalytic counsellor help the counselee to interpret his childhood experiences that has been repressed in the unconscious as they occur and link them to his present feelings or experiences in order to harmonize his basic impulses with social constraints. In order to achieve this the psychoanalytic counsellors uses different techniques such as free

association, interpretation, dream analysis, use of paraphrases and wit slip or slip of tongue. This will help the counsellee adjust properly to his new self.

Psychoanalytic Views on Human Nature

- 1) Sigmund Freud believed that human kind is essentially biological, born with certain instinctual drives and that behaviour is a function of reacting in depth to these drives.
- 2) He also believed that human beings are irrational, unsocialized and destructive of themselves and others. This negative view of man by Freud was not unconnected with his extended contacts with neurotics who had lost their ability to be self directing individuals.
- 3) Freud believed that there are three different levels of awareness that influence personality development; ie conscious, preconscious and unconscious.
- 4) Freud postulated three aspects of human personality; the id, the ego and the super ego.
- 5) Freud postulated that the ego has an important role to play in event that arouses anxiety within the individual. The ego may approach by realistic problem behaviour or it may employ some defense mechanisms.
- 6) Freud postulated that libido drives the individual in search of pleasure. This life force (which is primarily sexual in nature) was the energy that propelled the individual through each psychosexual stage, culminating in sexual maturity. This stage includes; the **oral** (age 0-1); **anal** (age 1-3); **phallic** (age 3-5); **latency** (age 5-13) and **genital** (age 12-14).

Psychoanalytic Counselling Techniques

- 1) **Free Association:** This is the practice of letting an individual verbalize what ever is on his mind,

especially about early trauma (shock) regardless of how irrelevant or objectionable it may be.

- 2) **Transference:** This is the re-enactment of previous relationship with people and principally of the parent child relationship. The analyst must handle this transference, meeting it boldly but treating it as unreal. The analyst could understand the parent's resistance from transference.
- 3) **Interpretation:** Interpretation is designed to bring the client step by step back to the world of reality. Interpretations by the therapist may be based on material presented by the client in free association, or from dream analysis, or from transference situation.
- 4) **Dream analysis:** A client may report dreams during analysis. Dreams to the psychoanalyst could provide means of understanding the unconscious. The reported dream itself is considered not important as that latent content or motivational conflicts symbolized in the reported dream.

Psychoanalytic Goal of counselling

The major goal of psychoanalysis is to bring into the consciousness those repressed impulses that are causing the individual anxiety. Thus the goal is to release the causal material repressed in the unconscious parts of mental process. The individual is given the chance to face situation with which he has been unable to cope in a threat-free situation offered by the counsellor.

Limitations of Psychoanalytic counselling

- 1) Freud's deterministic view pictures human beings as ugly and driven too much by animalistic instincts, needs and wants.

- 2) Too much emphasis is placed on early childhood experiences.
- 3) It is doubtful that behaviour is determined by a reservoir of psychic energy.
- 4) Too rational in approach and too depended on reasoning as a therapeutic influence.

3. The Eclectic Theory of counselling

The eclectic theorists assumes that the individual is too complex and vast to be adequately understood and helped by one theory, rather, combination of appropriate methods from various sources or theories with compatible features should be selected to help the counselee. In other words, useful elements in all theories, techniques and procedures in all theories should be used to treat a client. This theory does not on its own contain any specific theory of personality development.

Frederick Thorne propounded the eclectic theory and in his view, individual personality is the dynamism of the total organism as he continues with the task of adjusting to his external world in a way that distinguishes him from others in the environment.

Eclectic Counselling Techniques

The technique used by eclectic counsellors is by appraising the past, present behaviour of the counselee in order to obtain a comprehensive and clear knowledge about him. This method is very important because since the individual is unique, complex and dynamic, appraisal could be helpful in analyzing the problem of the counselee. Eclectic counselling has the goal of removing emotional hindrance which blocks the proper development of the individual personality. When these obstacles are removed the counselee is empowered

to use his intellectual skills to acquire socially appropriate and adaptive behaviour.

Eclectic Views on Human Nature

- 1) An individual's life style is assumed to be based on characteristic patterns of achieving unification of his or her strategy in satisfying needs and coping with reality.
- 2) Past experience may place limits on an individual but the person, is believed, can transcend the past by the ability to imagine and manage the future.
- 3) Logic and rationality are assumed to be individual's best means for becoming better and healthier.
- 4) The self develops in consciousness around feelings of personal identity and the experiencing of what is happening to the self.
- 5) Personality is assumed to be influenced by constitutional biological factors, cultural factors and self actualization.

Eclectic Goals of Counselling

The goal of eclectic counselling is to replace emotional compulsive behaviour with deliberate rational adaptive behaviour based on the highest utilization of intellectual resources. Thorne affirms that individuals seek counselling because they have problems with which they cannot cope. Counselling is viewed as a process of re-education and treatment and is conceptualized as training the individual. Eclectic counselling attempts to minimize the individual's intellectual resources to develop problem-solving behaviour.

Limitations of Eclectic counselling

Some of the criticisms of this theory are as follows:

- 1) It is doubtful if the counsellor can determine the correct or the most appropriate method of

counselling, on the basis of immediate client reaction.

- 2) That the eclectic system would lead to inconsistencies and contradictions.
- 3) Clients are likely to be with changes in methods during counselling.

Possible Implication for the Nigerian Client

Eclectic view point will be relevant to client since it is broad based in outlook. The social and cultural difference of the Nigerian client can be taken into consideration while selecting the appropriate method of intervention, which is one of the essences of eclecticism. Treatment approach method will be based on what is considered best for the client as an individual and with relevance to the problem on hand.

4. The Rational Emotive Theory (RET) of counselling

Rational Emotive Therapy of Albert Ellis seeks to help counsellee solve their problems by focusing on their cognitive processes. The rational approach holds that most problems of counsellee are connected with their process reasoning and thinking. It means that for them to change their behaviour, their cognitive process would first of all change, and when this change occurs in their cognitive process, it creates a tension in their belief system which results in change in behaviour (Rokench, 1973). The rational theorists believe that the cause or causes of counsellee problems should first of all be diagnosed, which has to do with testing and analyzing a wide range of data obtained from the counsellee so as to be able to identify the real cause. This theory emphasizes the importance of diagnosis to the extent that treatment should not commence until the process of diagnosis indicates differences in the sources of

problem in different counsellee, the counsellor may adopt different technique he considers suitable.

The goal of rational emotive counselling is to help counsellee acquire skills and knowledge for problem solving and decision – making, which they can use or apply in other problem situations. The counsellor is seen as a teacher who possesses the knowledge and skills and the counsellee, a learner, who lacks these skills and both are involved in the teaching – learning processes. Lastly, the counseling process in the approach is usually instructive, directive and verbal.

RET Views of Human Nature

- 1) Man is born with the potential to be uniquely rational and straight thinking as well as a tendency to be uniquely irrational and crooked thinking creature.
- 2) Emotional or psychological disturbance-neurotic behaviour is a result of irrational and illogical thinking.
- 3) Man's tendency to irrational thinking, self damaging habits, wishful thinking and intolerance originate early in illogical learning that individuals are biologically disposed towards and are acquired more specifically from parents and culture.

RET Goal of Counselling

The principal counselling goal of RET is to alter internal verbalizations from irrational to rational statements in order to prevent the perpetuation of emotional disturbance

Limitation of RET

- 1) RET is too unemotional, intellectual and over verbal
- 2) The use of reason is essentially limited in human affairs and psychotherapy.
- 3) RET is a superficial suggestive form of psychotherapy

- 4) RET is too directive, authoritarian and brainwashing.

Possible Implication for Nigerian Clients

RET appear suitable for those clients who see their problems originating from some wicked individuals, in the society. Other irrational ideas encouraged or supported by culture could be tackled by RET approach.

5. The Directive Counselling Theory of counselling

Directive counselling sometimes called counsellor-centered theory is also referred to as trait and factor point of view or the Minnesota point of view. Advocates of this view point, explain personality as a system of interdependent traits or factor such as abilities (e.g. memory, spatial relations, verbal etc.) interests, aptitudes and temperament. This theory of counseling was propounded by an American counselor called Edmund. G Williamson, he was a specialist in helping people understand their abilities and interests in order to choose the type of work they will do later in life.

Directive Counselling Views on Human Nature

- 1) Directive view point believes basically that, every human being is born with the ability of being good and bad. This means that when individuals come to the world, the abilities to do good and bad are there in them,
- 2) Directive counselling believes that individuals are special, that is to say, they are quite different from other individuals because they have been born with different characteristics for this reason, the counsellor must look at individuals as different from one another and it is necessary for individuals to know the type of characteristics they have so that they can develop those characteristics in them.

- 3) This view point sees man as being incapable of solving his problem by himself without the assistance of others.
- 4) Proponents are of the opinion that man seems to be capable of both becoming his 'best' that are of high excellence.

Goals of Directive Counselling

The goal of counselling is often assumed to be one of helping individuals grow in the direction of optimum development in aspects of their personality. The uniqueness of the individual is stressed since man is a feeling individual. Therefore the goal of counselling according to the directive approach is to help client feel good and also to be able to maintain himself as a rational problem solving being.

Objectives of Directive Counselling

The main purposes of counseling using directive method are:

- 1) To help the individual persons feel better by accepting that they are born with different characteristics.
- 2) To help the individual persons develop those characteristics which they are born with.

Directive Counselling Techniques

The counsellor who uses this approach is involved in the diagnoses, presenting information, clarifying issues, they collect and evaluate data. In using directive method of counseling with students or clients, the counsellor has to perform the following basic activities.

- 1) He or she must study the problem brought to him or her by the client or student. By studying the problem, the counselor needs to collect information from various sources such as the teacher, parents other students, student's file in the school etc.

- 2) The counsellor needs to organize all the information from different sources into a clear outline which will be easy for him/ her and for the client to understand the information should not be scattered here and there.
- 3) From the information collected, the counselor is able to identify the main causes of the problem.
- 4) Tell the client or the student what exactly he/ she should do in order to solve the problem. This is where directives come in.

Limitations of Directive Counselling

The main disadvantages of directive method to counselling are that:

- 1) It makes the client or the student less active in the counseling relationship.
- 2) Directive method of counseling relies so much on accurate and sincere information about the client. This is why many services of information are contracted to know about the client and his problem;
- 3) Directive method of counseling believes so much on persuading the client to accept the characteristics he or she has. These disadvantages make some counsellors not to use their method.

6. Client – Centered Theory of counselling

Client centered-centered counselling developed by Carl Rogers (1951), is based on the belief that problems originate from emotional blocks or conflicts and that people already have the necessary objective knowledge for deciding what should be done about their problems. In this counselling approach, the client or student is actively involved in the counselling relationship. He or she talks much about the problems, suggests way to solve the problem and carries out the ways arrived at by both of them.

Client – Centered View on Human Nature

Carl Rogers strongly had faith, in human beings having the ability to always do good only if certain conditions in the environment are present to assist them. This means that Carl Rogers does not believe that human beings need expert direction from anybody before they can do what is good. What the individual needs most is a conducive environment in which every body trusts and respects each other.

Client – Centered Goal of Counselling

The goal of client-centered counselling approach is to establish the proper conditions whereby the normal development pattern of the individual can be brought back into play. The client is allowed to set the goals. In Rogers view, the counsellor is unable to help the individual learn to rely upon himself, if he, the counsellor set the goals. The goal of counselling is to make the client become more mature and to channel the process towards self-actualization.

Objectives of Client-Centered Counselling

The main objectives of client – centered counselling are:

- 1) To help individuals to be free from behaviours and beliefs that will make them to distrust or disrespect other human beings.
- 2) Another purpose of counselling is to help individuals become open minded to ideas experiences of life and suggestions from others.

Conditions Necessary for Counselling

- 1) **Psychological contact:** There has to be contact between the counsellor and the client.
- 2) **Minimum state of anxiety:** The client has to feel the need for help.

- 3) **Counsellor's Genuiness:** The counsellor must be sincere in all that he/she says and does with the person seeking help.
- 4) **Unconditional positive regard:** The counsellor should show respect to all client because they are all human beings like him.
- 5) **Empathic understanding:** This situation means that the counsellor feeling the effects of the client's problem as if he himself is the client.

Possible Implications of Client-Centered Counselling for the Nigerian Client

The client-centered counselling may not be very effective for clients who rely on counsellor to give all the leads in the counselling encounter. Since this approach recognizes the ability of the client to take control of the situation after the counsellor has provided some conditions which the approach recognizes as important, those clients who expect the counsellor to be directive and prescriptive may have some reservations for this approach.

Limitations of Client – Centered counselling

Some of the criticisms of this counselling approach are:

- 1) Inadequate use of information to help clients.
- 2) Too much emphasis of the affective, emotional feeling determinants of behaviour and less emphasis on intellectual, cognitive, rational factors.
- 3) Theory may not be adequate for clients who accept little responsibility for their problems.

CHAPTER THREE

TYPES OF COUNSELLING

Counselling as helping profession is wholistic in its approach. In other word, it is a lifelong process that recognizes all clients' need. Counselling is divided into various specializations. Some of these specializations are discussed as follows:

Educational Counselling

Educational counselling is the application of counselling psychology within the educational setting in order to assist a learner realize his/her potentials and use them to solve his/her problems. Educational counselling service is concerned with a systematic procedure of helping someone to better understand himself with the view of overcoming his/her problem. The counselling services does not only focus on educational needs of the individual, it also focuses on the social and psychological needs of learners and deal with such problems in the manner appropriate to the skills, experiences, desires and wishes of the client.

Nature of Educational Problems

Educational problems can show up in any of the following ways:

1. Individual pupil's make-up:

This refers to those problems which originate from the individual. These problems include.

- (i) Personality oriented problem e.g. reflectivity and impulsivity, introversion and extroversion.
- (ii) Cognitive oriented problems e.g. problem of thinking, remembering, perceiving, concentrating, reasoning, imagining etc.

- (iii) Emotionally oriented problems e.g problem of lack of interest in subject hatred of a particular teacher, the school and the whole education.
- (iv) Intelligence-oriented problems e.g. slow learning, underachieving, overachieving, mental retardation or exceptionalities.

2. Environmental problems:

These problems come from environmental situations in which an individual is been exposed to. Such problems may be associated with the individual adjustment within the school settings as well as with facilitation of learning and education in the home. Thus, the location of the school or home, learning facilities therein, psychological warmth and concern received from the school and home, all go to determine the nature and quality of problems being faced by counsellee.

3. Study habits problem:

Certain problems which clients encounter in the course of learning are associated with their study habit. The following are some possible sources of such study habits problems.

- i) Problems associated with time given to study.
- ii) Problems associated with concentration during study.
- iii) Problems associated with response to take-home school assignments.
- iv) Problems associated with reading.
- v) Problems associated with consulting teachers.
- vi) Problems associated with note-taking.
- vii) Problems associated with examination.
- viii) Problems associated with written work in volume and in quality.
- ix) Problems associated with study preparations.
- x) Problems associated with verbal expressions.

Career Counselling

Career counselling is an aspect of counselling that deals with pattern of decision, transaction and adjustments which affects one's role in work, education, family, community development and leisure. Career embraces a sequence of position, jobs or occupations which an individual holds during his life span (Egbule, 2002). In career counselling, the counsellor equips the client with various techniques through any of the following dimensions:

1. **Career Information:** Career information refers to information that facilitates the development of realistic expectations about an occupational role that match with the clients' potentials. Such information must be valid, useful and current. Some of this information includes;
 - i) work surroundings
 - ii) prospect of the work
 - iii) entry and training requirements
 - iv) effect of the job on ones life
 - v) description of work
 - vi) conditions etc
2. **Career Counselling Strategies:** Career counselling uses a number of approaches to help clients make decision about themselves. Whatever approach the counsellor wishes to employ, emphasis should as much as possible be on the following;
 - i) Determine the strength and weakness of any strategy to be used
 - ii) Intensify on any information-giving
 - iii) Placement service strategy such as career tour, career fair, etc.

3. Career Counselling Technique: These include the following:

- i) Occupational drawing
- ii) Career teaching techniques
- iii) Career exploration techniques etc

Industrial Counselling

This is a kind of counselling service that deals with the workers in their working place. Industrial counselling considers issues such as workers productivity, job satisfaction, and decision making. The job of the counsellor in this case is to help employees choose rewarding and satisfying career path, resolve conflicts, adjust to changing career interests and prepare for retirement. The most important part of employee's counsellor's job is to discover emotional problems related to company policies and to interpret the problems to top management. The tasks of the counsellor as suggested by Denga (1996) and cited in Sambo (2008) includes:

- 1) Advice and valid judgments about employees emotional problems
- 2) Reassurance and boosting of confidence in the client
- 3) Encourage upward and downward communication between the employees and the management
- 4) Release of emotional tension through accurate listening

Marriage Counselling

Marriage is a concept that has been defined variously by various scholars. Here our concern will not be from which perspective it is seen, rather, our concern should be the role played by marriage counselor in making it a successful institution.

According to Oxford advanced learner dictionary (1999) marriage is defined as the legal relationship between a man and a woman. To many, marriage is a gift of God confirmed by his words in the scriptures, safeguarded by the authority of His law which establishes family life.

However, to live a successful married life is not an easy task to accomplish especially when people marry for the wrong reasons. This discussion will be focused on pre-marital and marital counselling.

Pre-marital Counselling

Down (1968) defines pre-marital counselling as a professional advice given to an intending couple on issues connected with the marriage or with the relationship between an intending couple with intention of preparing such for marriage. This implies that pre-marital counselling is usually carried out or done on issues relating to or preceding the marriage. Pre-marital counselling has become very important because of the wrong reasons made by inexperienced intending couple preparing for marriage. Some of these wrong reasons could be because of wealth, convenience, sympathy, and so on. This negates the main reasons for marriage.

Aims of Pre-marital Counselling

- 1) To help intending couple provide information about each other
- 2) To prepare the intending couple for marriage life and how to adjust
- 3) To help intending couple establish a relationship that might provide the basis for later marital counselling if necessary
- 4) To help intending couple make their decision for the marriage or not

- 5) To help the intending couple to arrange for the wedding ceremony.

Qualities of a Good pre-marital Counselling

A good pre-marital counselling posses some of the qualities cited below (Crab and Carry, 1982).

1. **Accurate Empathy:** The counsellor should have the ability to understand and look at the counsellee's problem as his own. This can be achieved through an established relationship such that even when others cannot see the intensity of what stand to defend him.
2. **Emotional stability:** A good counsellor should be able to control his emotions or else his expressions on hearing the story of the counsellor could destabilize the counsellee.
3. **Confidentiality:** The counsellor must be very secretive. He/she should not divulge any information to a third party without the consent of the counsellee.
4. **Orderly:** The counsellor must be organized and orderly. He should not forget appointments made with the counsellee or issues being discussed, counsellee's cases should be kept in a file and notes taken during sessions should be properly kept and he may also review them to refresh his memory.
5. **Be real:** Where issues being raised by the counsellee are issue the counsellor full knowledge of or experienced, he should be ready to open up and this could provide tips on how to overcome that problem.

Marital Counselling

According to Hughes and Selwyn (1996) they defines marital counselling as a professional advice connected with marriage or with the relationship between a husband and wife with the intention of helping such a couple with whatever problem they are experiencing in their marriage.

Differences between marital and Pre-marital Counselling

Some of the differences between marital and premarital counselling are listed below;

- 1) Pre-marital counselling is before marriage while marital counselling is only done or carried out after marriage.
- 2) Marital counselling has a specific target (the husband and wife) but pre-marital counselling may be targeted as group of many intending couples.
- 3) Pre-marital counselling deals with a wide issue, while marital counseling deals with the very issue of discord as the time the couple are in distress.
- 4) During pre-marital counselling, the counsellor can help the intending couple make wise decisions as regarding parting ways due to lack of compatibility, while during marital counselling, the counsellor should never contemplate separation as an advice or solution to families in distress.
- 5) Marital counselling aimed at solving a problem, pre-marital aims at preventing the problem from occurring in the first place.
- 6) In marital counselling, the counselling session can be terminated at a given time, while pre-marital counselling, the counsellors should keep his doors open for the intending couple to freely come and express their feelings and concerns.

Goals of Marital Counselling

Marital counselling has the following goals for a successful marriage life.

- 1) To help marriage couple to adjust to the new life of marriage
- 2) To solve many problems of the newly married couple might be facing in their home.

- 3) It also has the goal of helping the married couple on how to take financial decisions and budgeting.
- 4) It helps married couple to identify their roles and responsibility in the family, which may have to be spelt out.
- 5) Family planning is also another important issue which the marital counselor can play a major role.
- 6) The kind of occupation the wife must undertake because of the children and the family at large.

Qualities of Good Marital Counsellor

The qualities of a good marital counsellor are the same qualities of a good pre-marital counsellor that have been mentioned and explained earlier. Notwithstanding, here are some of the qualities;

- 1) Empathy
- 2) Confidentiality
- 3) Emotional stability
- 4) Orderly
- 5) Be real
- 6) Great sense of humour
- 7) Good communication skills
- 8) Patience
- 9) Being good example

Pastoral Counselling

This area of counselling is concerned with religious or spiritual problems. Transcendental Meditation (TM) is a form of religious approach that help clients solve their problems. It is a way of allowing attention to go from the surface of ordinary thought to increasingly subtle levels until the most subtle level is reached and then transcended. The purpose of Transcendental Meditation is to connect the outer field of activity with field of unbounded potentiality. Religious priests such as Imams, Pastors, Clergy men can be consulted by

counsellors for this kind of problem. Sometimes, counsellors could use their psychological skills to handle these problems.

Health Counselling

Health counselling is an aspect of counselling that deals with the study, diagnosis, and treatment of abnormal behaviour. This counselling approach explores the relation between psychological factors and physical ailments or disease. For instance, health counsellors are interested in how long-term stress can affect physical health. They are also concerned with identifying ways of promoting behaviour related to good health such as increased exercise, or discouraging unhealthy behaviour such as drug abuse, alcohol and tobacco.

Health counsellors apply some forms of transpersonal counselling approach in counselling clients. This approach is based on transpersonal psychology which assumes that both physical, emotional, intellectual and spiritual growth are interrelated and optimal educational environment stimulates and nurtures the intuitive as well as receptive function of the individual.

Health Counselling Techniques

1. **Biofeedback:** This is the use of light or sound signals to demonstrate some physiological functions of clients, such as heart beat and digestion. If this made known to the client, he/she can be trained to alter his/her heart rate, alpha rhythms and muscle tension voluntarily by observing his/her body waves. This approach allows the individual to try various internal experiments to control physiological event and thus take more responsibility for the control over their own health through self-regulation.

2. **Nutritional counselling:** This is the use of diet control in the treatment of some problems. This is because of the strong affinity between food and psyche. Nutrition has been associated with some diseases, its effect on pregnancy, in infancy and general body functions cannot be over emphasized.
3. **Aerobic exercises:** these are a variety of exercises that stimulates the lungs and heart activities for a period of time that is sufficiently long enough to produce beneficial changes in the body. Such exercises include running, swimming, jogging, dancing etc. The major objective of aerobic approach is to increase the amount of oxygen that the body can produce within a given time.

CHAPTER FOUR

ELEMENTS OF COUNSELLING

The School Counsellor:

A School counsellor is a person who is trained in helping learners overcome their problems and live a happy life. Egbule (2002) define a school counsellor as a professionally trained expert skilled in the science and art of helping others in solving their problems. The counseling in this case helps the client to grow to a greater maturity by allowing him to take responsibilities and make decisions about himself.

Qualities of School Counsellors

School Counsellors are expected to posses the following qualities:-

1. An understanding of students capabilities and aspiration
2. Faith in students capabilities
3. Good physical and emotional health
4. Interest in educational process
5. Willingness to serve others
6. Respect for others
7. Patience and tolerance
8. Open mindedness
9. Understanding of self
10. Professional commitment like honesty.

Characteristic of School Counsellors

Egbule (2002) identified the following as characteristics of school counsellors.

1. Friendly, warm and approachable
2. Honest, sincere and trustworthy
3. Efficient, effective and dedicated

4. Careful, peaceful and understanding
5. Knowledgeable, versatile, perspective and intelligent.
6. Experienced, committed, patient and gentle
7. Emphatic, sympathetic, loving and caring.

Function of School Counsellors

The universal function of school counsellors according to Arnautu (2011) includes:-

1. provide guidance and information to students to assist them in academic advancement
2. Administer test to gauge or measure occupational aptitudes and provides students with information to help them choose an occupation or career.
3. Assist student college/university application process
4. Coach student on how to take standardized exams.
5. Help student in their social development by discussing topics such as teenage pregnancy and drug abuse.
6. Help students develop skills in reading and note taking.
7. Help students develop self-regard and positive skill
8. Provide relevant information about the students to school administrators, curriculum planners to come up with desirable programmes for the school system.
9. Provide parents with adequate and current information about their ward/children.

The Counsellee/Client

The counsellee is someone who feels the need for help and submits himself for counselling. The counsellee or otherwise called client may be available for counselling by voluntarily approaching the counsellor, or are referred to the counsellor by principal, teachers or parents, or invited by the counsellor for counselling.

Types of Counsellee/Client

- 1) **Voluntary counsellee/client:** This is the client that feels the need for help and decides to voluntarily approach the counsellor for counselling. The counsellor is therefore likely to get maximum cooperation from this group of clients
- 2) **Referred counsellee/client:** This set of clients are those referred to the counsellor by either the school principal, teachers, parents or even concerned persons. The referrers may have identified them as having problems as such may at the initial point exhibit forms of resistance in counselling.
- 3) **Invited counsellee/client:** These groups of clients are those who are invited by the counsellor for counselling. In this category, the level of resistance in counselling may be high. The fact is that many of them may be unaware of their problem.

Nature and Sources of Counsellee's Problems

The problems of the client are multifaceted and complicated. While no presumption is being made to exhaust all the possible problems which counselee encounter, attempt is made to highlight the nature of the problems. Some of the counsellee's problems may include:

- 1) Negative feeling towards self and others resulting in unusual withdrawn outlook in life.
- 2) Distorted thinking process ie not being realistic on issues and hence incapable of making concrete and useful decisions in life.
- 3) Inability to stand firm on issues resulting in a constant manifestation of compromising behaviour that may not be in the counsellee's best interest (lack of assertive social skills).
- 4) A host of academic deficiencies in the educational domain, which include:

- i) Underachievement
- ii) Reading deficiencies
- iii) Slow learning
- iv) Learning disabilities
- v) Emotional disturbances such as worries, conflicts, threats, fears, frustration etc
- vi) Hyperactivity and lack of attention.
- vii) Poor academic performance, educational backwardness, failures etc.
- viii) Loss of motivation to learn
- ix) Inability to decide on a career.

CHAPTER FIVE

CONDITIONS AND ETHICS OF COUNSELLING PROFESSION

Counselling Conditions

The purpose of counselling is to help individuals become open minded to ideas, experiences of life and suggestions from others. This aim can only be achieved in counselling when the following listed conditions are available.

- 1. Psychological contact:** This means the two people must be together in mind and body before they can be of help to each other.
- 2. Minimum state of anxiety:** This means that the person coming for help must be a little bit worried about the problem he or she is facing before he or she can accept to be helped. You cannot help the person who believes he/she or has no problem.
- 3. Counsellor's genuiness:** The counsellor must be sincere in all that he/she says and does with the person seeking help. If the counsellor feels he is not ready to help the client, he must tell him so. This is part of sincerity and genuiness.
- 4. Unconditional positive regard:** This means that you have respect for the client as a human being like yourself. The counsellor does not have to respect the client because he or she is the son or daughter of so and so person or because he or she is intelligent. The counsellor shows respect to all client because they are all human beings like himself.
- 5. Emphatic understanding:** This is the condition in which the counsellor puts him into the shoes of his client. This situation means that the counsellor feeling the effects of the client's problem as if he himself is the client.

6. Self disclosure

This is when the counsellor shares his life experiences with the client undergoing similar experiences. This is sometime curative depending on how and when such experiences are shared. In self disclosure the counsellor is expected to use the pronoun "I" and include his personal experiences in the expression of feeling and content.

Values of Counselling and Psychotherapy

The fundamental values of counselling and psychotherapy include a commitment to:

- 1) Respecting human rights and dignity
- 2) Ensuring the integrity of counsellor-client relationship
- 3) Enhancing the quality of professional knowledge and its application.
- 4) Alleviating personal distress and suffering
- 5) Fostering a sense of self that is meaningful to the person(s) concerned.
- 6) Increasing personal effectiveness.
- 7) Enhancing the quality of relationship between people.
- 8) Appreciating the variety of human experience and culture.
- 9) Striving for the fair and adequate provision of counselling and psychotherapy services.

Ethics of the Counselling profession:

Ethic is the way and manner of behaviour which have stood the test of time for a given social group. Ethical conduct is therefore the standard of right and wrong. Every profession has some rules that govern its practice. So every professional association develops some ethical codes which are applicable to their members. The following are some ethical codes for professional guidance and counselling.

1. Confidentiality: In order to ensure effective counseling relationship, the counselor is duty bound to keep all information about his client secret except in special cases. Some of such special conditions according to Makinde (1988) include:

- i) When there is clear and impudent danger to an individual or to the society, and then only to appropriate professional workers or public authorities could such confidential information be revealed.
- ii) When information obtained in clinical or counseling relationships or evaluative data concerning children, students, employees and others are required.
- iii) When clinical and other materials are to be used for teaching, the identity of persons involved should be adequately disguised.
- iv) Only when explicit permission has been granted, should the identity of the client be published.

2. Integrity of the counsellee: Respect for the integrity of the client is very essential in counselling relationship. It is professionally wrong for a counsellor to violate the fundamental human rights of his client.

3. Moral and legal issues: A counsellor should be a model by respecting the laws, values, norms, customs, philosophies or ideologies of the society he finds himself.

4. Colleagues' clients: It is professionally wrong for a counsellor to establish a counselling relationship with a client undergoing counselling therapy with another counsellor. He should first contact and receive approval from that other counsellor before embarking on counselling.

5. Dangerous situation: When the client's condition indicates clear imminent danger to the client or others, the counsellor should take bold step to inform authorities concerned.

6. Consultation: Counselling should be seen as a voluntary relationship in which the discretion to make consultation with the counsellor lies with the client. This implies that there must be mutual understanding between the counsellor and the clients.

Relevance of Ethical Codes

- 1) Provides a position on standard of practice to assist each member of the profession in deciding what he should do when situations of conflict arise in his work.
- 2) Help clarify the counsellor's responsibilities to the clients and protects the client from the counsellor's violation of or his failure to fulfill these obligations.
- 3) Provides the profession some assistance that the practices of members will not be detrimental to its general functions and purpose.

CHAPTER SIX

COUNSELLING RELATIONSHIP AND COUNSELLING PROCESS

Counselling Relationship

Counselling is very necessary as the lives of people are getting complicated every day. Students and youngsters especially need professional counselling in order to help them face the many problems of life. Many of them will be suicidal at one point of their life. Counselling is a relationship between two people, where:

- 1) One individual seeks another's help (client)
- 2) One person is willing to guide (counsellor)
- 3) The counsellor is trained to guide and counsel.
- 4) The client and the counsellor are in a setting where help can be given and received.

Gesinde (1987) cited in Sambo (2009) identified the following as procedure expected of a counsellor in counselling relationships.

1. Obtaining client for counselling

Clients could avail themselves for counselling by voluntarily approaching the counsellor, or are referred to the counsellor by principal, teachers or parents, or invited by the counsellor for counselling. Whichever form it takes, the counsellor is expected to receive his client with warm reception and hospitality.

2. Pre-Counselling Preparation

Before any counselling encounter, the counsellor should make available all necessary tools needed for effective relationship. Sambo (2008) recommended the following as points to be noted.

- i) Provision of counselling service request form
- ii) Collection of relevant records relating to the client e.g. attendance, academic records etc.
- iii) Study the records obtained so as to have background information about the client's problem.
- iv) Establish a foundation relationship through expression of warm hospitality.
- v) Explain to the client the conditions and structure of counselling relationship e.g. goal of counselling, ethical issues, counselling tools, etc.

3. Starting the Counselling Interview

To kick-start the counselling interview, the counsellor needs to take into cognizance the nature of the client. For instance, a client who feel the need for help and voluntarily submit him/herself for counselling tend to freely narrate his or her problem without any form of resistance than the referred or invited clients. In neither case, the following procedure should be observed by the counsellor:

- i) Listen attentively while the client narrate his or her problem
- ii) Show concern and sympathy for the client's problem
- iii) Use verbal and non-verbal communication
- iv) Be able to decode non-verbal cues like muscle tension, hesitation in speech, facial expression, posture, gesture, etc.
- v) Employ several attending skills so as to enable the client talk more freely about himself and to participate actively in the session.
- vi) Use effective questioning technique to probe or validate information about the client.
- vii) Show adequate understanding of the clients' problem through the clarification, interpretation and reflection of clients feelings.

4. Ending the Counselling Interview

The counsellor should:

- i) Summarize the main issue discussed.
- ii) Reassure and encourage the client
- iii) Suggest and explain certain situation which may help his case.
- iv) If need be, use appropriate psychological test to diagnose the clients problem.
- v) Schedule time for next counselling session.

Counselling Process

Counselling process is the systematic procedure or steps or series of actions directed to some or series of changes which occur in a counselling encounter. The process is a chain reaction that leads to self-realization and self-decision.

Assumptions underlying Counselling Process

Oladele (1986) as cited in Egbule outlined the following basic assumptions governing counselling process:

- 1) The client must be willing to participate in the process.
- 2) The counsellor must possess appropriate training, expertise and personal attitudes to function effectively.
- 3) The counsellor must assure the privacy of the client if the confidence of the client is to be secured
- 4) The environment under which counselling interview take place must also provide assurance of confidentiality.
- 5) The counsellor must provide a relationship that allows for meeting both immediate and long term needs of the counsellee

- 6) The counsellor must be available whenever he is needed.

Goals of Counselling Process

- 1) To develop the client's self-knowledge
- 2) Increase the client's capacity in taking decisions about himself.
- 3) Help the client to resolve problems that impede his development
- 4) Aid him to reach a greater competence in terms of personal and interpersonal relationships

Characteristics of Counselling Process

- 1) Democratic: Counselling process should be democratic to enable the client take decisions about himself.
- 2) Professionalism: The process is characterized by a touch of professional skills and ethics.
- 3) Mutual participation: There is an accepted mode of interaction in the process
- 4) Self-direction and self-acceptance
- 5) Directed towards felt needs of the client.

Stages/Phases of Counselling Process

Counselling process is divided into several stages or phases. The following is a brief description of the structure of each stage.

Stage1: Introduction (Establishing Relationship)

This stage starts with the vital first impressions that a counsellee has when coming for counselling. Here, the introduction, familiarization and warm greeting put the counsellee at ease. However, an abrupt or insincere welcome may prevent or impede the establishment of the process. Most importantly every aspect of the counsellor and

his environment all need to convey the message. Counsellor may start like this:

“I welcome you, I accept and value you as a human being, I want to understand you, I want us to be open and honest with each other and I do not intend to take away anything from you. And my hope is that we shall be able to work together for as long as you want” (Mearns and Thorne, 1998).

The counsellor is committed to empowering the counsellee from the beginning and this can be done in several ways.

State 2: Initial Interview

This stage is very crucial in the counselling process. What is important here is the ability of the counsellor to stimulate the client so that he/she can talk freely and express his feelings. The counsellor should show sincere interest in the client's problems by paying full attention to whatever he says. Also important in this stage is the counsellor encouraging expression of feelings, by accurate reflection and response to negative and positive feelings. This stage may take sometime as nervous clients may be wary of the whole process. However, as trust develops he/she will become ready to move into the next stage of the counselling process.

Stage 3: Self Exploration

This stage of counselling is characterized from the client's perspective, as being more willing to be open, more prepared to take risks and explore negative or unpleasant feelings. This is due to the counsellor's intense, non-condemning acceptance and deeper levels of empathy. This stage helps to reveal concrete and relevant feelings,

experiences and behaviours. The client is confronted when he experiences accurate empathic reflections. The counsellor therefore needs to be consistent about offering the core conditions of empathy, congruence and unconditional positive regard (acceptance) to all aspects of the client.

Stage 4: Facilitating Action

Having mutually agreed on the problem as a result of client's self-exploration, the counsellor then help the client to examine the variety of potential solutions and make a commitment to action by evaluating the options and their consequences (Sambo, 2008).

Stage 5: Termination

The ending stage of counselling will hopefully have been planned together in advance. This is also known as the termination stage. There will likely be ample opportunity for the client to honestly have a feedback of the whole process. The client might talk about personal insights that have been gained and beginning of behaviours or personality change may be noticeable. He/she will be less reliant on the counsellor and more dependent on his own awareness. A new motivation to problem solving and a greater self-confidence would now be present.

Conditions for Terminating Counselling Encounter

- 1) When there is achievement of understanding of the nature and origin of the problem by both parties.
- 2) A reduction of tension and defence reactions.
- 3) The development of rational approach to dealing with the problem and issues at stake.
- 4) Time constraints at both sides i.e. no enough time from either side to go on with the counselling.

- 5) Changes in position in either side which may not permit the either to play the usual role.
- 6) A dependency activity on the client's part i.e. the client is now so much dependent on the counsellor.
- 7) Unrealized counselling goals by either side
- 8) Interruption of the counselling process by the school calendar or holidays
- 9) Inability of the client to open up to the counsellor (resistance)
- 10) Incompatibility of values between the client and the counsellor.
- 11) Inadequate competences or skills on the part of the counsellor to handle the problem (Patterson, 1980).

Counselling Environment

Counselling is a helping relationship in which one person endeavours to help another solve his/her problems. This requires a wide ranged of activities designed to assist individual to resolve their adjustment problem

Ipaye (1995) defined counselling environment as the place where effective counselling services can take place. He also stressed that such environment must be neat, attractive, conducive and secured for the counselling. Some of these places where counseling can take place are schools, hospitals, reformatory homes, prisons and worship places.

Counselling is not about exploring core issues and gaining different perspective on problems and psychological difficulties. It is also about building a rapport and trust with counselling and this relationship to be established, the counselling environment must be safe and confidential so that the client can feel comfortable enough to open up and voice their worries.

Types of Counselling Environment

The counselling relationship between a professional counsellor and the counsellee (client) exist under these two types of environment.

1. Physical of environment
2. Psychological environment

Physical Environment

Since most counselling services take place in the counsellors office, the physical facilities available in this office constitutes the physical environment. The office of the counsellor, particularly where the interaction between him and the client usually take place should be well decorated, attractive, safe and located where privacy can be guaranteed. This is the counselling office; it is the first place where the client will come in contact with the counsellor, and therefore, the receptionist should be warm in his/her approaches in accepting the client. The office must also have necessary facilities like comfortable chairs, television, fan or air-conditioner and so on.

From the waiting room the client will be ushered to the secretary's office which most often is the closest to the counsellor's office. The secretary's office should also be well equipped with basic facilities so as to make the client comfortable and from here the client can be ushered into the counsellor's office.

Psychological Environment

This refers to the atmosphere within which the counsellee perceive the counsellor as someone who has the knowledge of helping somebody solve his/her problems. The counsellor has to be warm in his acceptance of the client. This makes the client feels more comfortable in expressing him/herself in an uninhibited way. The relationship between the counsellor and the client needs to be built on reciprocal trust; therefore,

it is the counselor's responsibility to provide a safe, confidential environment, and to offer empathy, understanding and respect. The counsellor's tone of voice and the words they choose to greet the client with, also affect the relationship. Offering the client enough time to collect thoughts and express concerns and difficulties will encourage the client to relax and talk freely.

CHAPTER SEVEN

ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND COUNSELLING

In every successful establishment, there is a good organization and administration. Thus, for every successes recorded, the administrative skills are always often utilized. Therefore, if guidance and counseling is well organized and administered, its effect will be positive and definitely, will yield high patronage.

Stages in Organization and Administration of Guidance and counselling Programme

1. The Pre-planning stage:

- i) **Assessing the programme:** A counsellor who finds himself in a new setting will often carry out a survey to determine whether there is the need for guidance and counselling services. Of course yes, so long as human beings encounter problem, there is the need for it. In school settings, learners faces a lot of problem in learning adjustment in school, career choice and development etc. therefore it is important to assess the desirability of guidance & counselling programme.
- ii) **Policy formulation:** Once the desirability of guidance and counseling programme is ascertained, the counselor then formulates policy and objectives of the programme.
- iii) **Methodology:** The counselors then determine the means and methods of implementation he desires to adopt.

2. Planning stage:

- i) **Consultation:** at this point, the counsellor meets with stake holders in order to acquaint them with the development. In other words, the counsellor need to consult with the principal/ headmaster, the teacher and other working staff, students/pupil, of the school, parents and community leaders.
- ii) **Formation of school Guidance team:** The counsellors in consultation with the head of the school constitute a committee or team that will be responsible for the effective implementation of the programme. The team should comprise of all units in the school and any staff with background in test and measurement, vice principal, HODS and the counsellor as the secretary of the committee.

Responsibilities of School Guidance Team

- a) To determine the objectives of the programme.
- b) To outline the way the programme will be carried out.
- c) To determine the resources/ facilities to be used for the programme.
- d) To co – ordinate the activities of the programme
- e) To identify the essential services to be introduced and implemented
- f) To assign duties and responsibilities of the guidance programme to other school functionaries.
- g) To evaluate the programme from time to time.
- h) To be given feedback on the programme.

(Akande, 2004)

3. Implementation stage:

The counsellor's role in this stage is very crucial as it determine the success and failure of the programme. The counsellor recommends the programme or services to be implemented.

Some of the guidance services recommended by Akande (2004) include the followings:

- i) **Individual inventory:** One way to better implement guidance service is to obtain a comprehensive inventory on every individual. The inventory consists of profiles of individual student in relation to his learning potentials, personality characteristic, mental health etc.
- ii) **Individual and group counseling services:** This service is geared towards helping individual to solve fundamental problem relating to confused feeling, ideas fears etc. it could take place in a form of one-on – one basis or in a group.
- iii) **Information services:** This involve, the use of bulletins, boards, handouts, pamphlets etc. to disseminate information to the school community regarding, educational vocational and psychosocial aspects.
- iv) **Orientation services:** The counsellor initiate programme that assist students plan and adjust to new environment (i.e. school). Such programmes are often designed for new students so that they can easily adjust to the charging environment.
- v) **Planning, placement and follow-up:** These services are designed to assist students select and utilize opportunities within their reach. The major objective of these services is to enable students make a better choice of vocation.

4. Evaluation and review of the programme

Evaluation is a vital process in organization and administration of guidance and counselling. Apart from providing information on the success of the programme, it update and give feed back on the areas of problem, short falls in resources and materials, ineffectiveness of certain skills and method as well as predicting the future of the program.

Methods of Evaluating Guidance and Counselling Services

- i) **Observation method:** One way a counsellor can evaluate guidance and counselling programme is to kindly observe student's behaviour, performance or attitude. Though not always reliable but may yield very useful data.
- ii) **Survey – descriptive method:** This method is very useful in evaluation of guidance and counselling as it is used to collect data about guidance programme as well as describing it in a systematic manner in order to make comparism or to ascertain the usefulness of some pertinent aspects of the programme.
- iii) **Experimental or empirical method:** This kind of method is carried out in order to establish the cause and effect relationships. It involves two groups, the experimental and control groups. Experimental group is manipulated under controlled condition in order to ascertain how and why a particular event occurred.
- iv) **Case study method:** this is an intensive study carried out to thoroughly understand guidance services in a given school as it; reveals the tradition of the school with respect to guidance services, shows the manner in which guidance services have developed over years; demonstrates the current status of guidance services and leads to

recommendations as to how the programme can be improved.

Basic Requirements for School Guidance Programme

To make guidance programme effective and realistic at least the under listed and briefly discussed terms are required:

1. Professionally qualified counsellors: This is the most crucial and foremost requirement if and whenever guidance programme is to be set up in a school. He initiates, coordinates and even run the programme. As a trained guidance and counsellor, he is therefore competent enough to handle the programme.

2. Accommodation: A place specifically prepared for counseling where nothing else other than guidance and counseling series are carried out. The space meant for this programme should be such that all materials for guidance and counseling are kept there because counselors are expected to deal with their clients in a rather private area in order to ensure secrecy and confidentialities. Availability of counselling room allows for storage and easy retrieval of materials that are useful in the programme.

3. Finance: This is essential for the success of any organization. To make guidance programme succeed, it is crucial to make money available to the office for the purchase of items and anything that would be needed for smooth running of the programme where money is short in supply, improvisation and sacrifice on the part of the counselor will assist a lot in making the programme succeed.

4. Career library: This could be a section of the counselor's office, where books, cassettes, CDs and clips are neatly arranged and made ready for students use. Where available; a whole room could be earmarked for this purpose. The books and items in the library should be on career adjustment and maladjustment etc. the library should be

easily accessible to students, staff and even parents. Internet facilities should equally be made available where necessary.

5. Time: The counsellor need a lot of time to execute his duties. Some of the duties as mentioned by Akande (2004) include:

- i) Collection and organization of information about the students.
- ii) Interviewing of students either individually or in group.
- iii) Listening and provision of relevant information to students, teachers and parents.
- iv) Make administrative arrangements.
- v) Carry out research on occupational opportunities
- vi) Liase with employment agencies
- vii) Set up career library.

CHAPTER EIGHT

ESTABLISHING COUNSELING CENTRE IN THE SCHOOL SETTING

A counseling centre is a unit where clients come for counseling on issues that affect them. These could be educational, vocational or personal/ social issues. As such it is expected that such a center should be conducive for free interaction between the counselor and the client. In view of the above, the centre should have the following:

1. Accommodation

A sufficient accommodation sited in a comfortable place (not too open) within the school setting with enough space for:

- i) Waiting room/ secretary/ receptionist room.
- ii) Counseling clinic / counsellor's office.
- iii) Small store
- iv) Toilet facilities/ small room.

2. Basic Facilities

- i) Writing tables and chairs
- ii) Easy chairs with side stools
- iii) Cabinet and book shelves
- iv) Carpets or rug for the floor and curtains for the windows.
- v) Refrigerator
- vi) Radio/ tape recorder
- vii) Computer machine and printer/ typewriter.
- viii) Stationeries (files, register, exercise books etc.
- ix) Psychological tests and other test material
- x) Telephone/ fax machines/ internet facilitaties.

Problems Involves in the Organization and Administration of Guidance and Counselling programmes in school

Guidance and counselling programmes in schools is facing a lot of hitches. This could be operational or psychological or both. The effects of these have led to gross inadequate and inappropriate functioning of the programme. Some of these problems include:

1. Operational problems such as:

- i) Inadequate physical facilities
- ii) Charging counselor with duties and assignments outside their jurisdiction.
- iii) Poor timetabling.
- iv) Inadequate hard and soft wares needed for counseling (e.g. psychological test)
- v) Lack of trained personnel.

2. Psychological problems such as:

- i) Lack of administrative support
- ii) Lack of staff cooperation and participation
- iii) Lack of pupil's acceptance of the service.
- iv) Poor remuneration/incentives
- v) Misconception
- vi) Lack of community involvement in the programme.

Guidance Services in Schools

These are professional assistance rendered to an individuals or small groups in dealing with day to day problems, educational and vocational needs. Some of the school guidance services rendered to students includes the following:

1. Counseling service: This is the relationship of trust between the counsellors and counsellee. It is a one – to –

one encounter between the counselors and the clients. It is a more personalized relationship, face to face interaction between a professionally trained counselor and an individual seeking for assistance in the process of self understanding, decision making and coping with likely problems relating to his developmental needs his objectives and life aspiration. Counseling has three components.

- i) Academic or educational guidance and counseling
- ii) Vocational guidance and counseling
- iii) Personal social guidance and counseling.

2. Orientation service: This is a group approach in which students are rendered assistance in planning and adjustment to school. The purpose of orientation is to help students feel emotionally stable and better adjusted in a new environment.

3. Information service: This is designed to provide students with a greater knowledge of educational, vocational and personal – social opportunities so that they make informed and realistic educational and vocational plans.

4. Placement service: This service enables students to be admitted into a school or subject stream of his choice. The counselor in Nigeria institutions need to assist students make a choice of subject combination that can lead to desired vocation of interest.

5. Appraisal service: This is the process whereby the counsellors collect, organize, and interpret, personal, psychological or social information of a client which will be used by the parents, and teachers to understand the students better and on which rational decision making process could be built. It could also be used to assess the effectiveness of a programme and its impact on students.

6. Referral service: This is the process in which, the counsellor refers students with problem beyond his competence to a qualified personnel, such personnel could be nurses, doctors, police, lawyers, dentists welfare officers, social workers and parents.

7. Follow – up service: This involves keeping up with students and updating their educational, vocational, and social personal need. It involves the reassessment of school programmes in order to adjust or adopt new approaches to teaching and counselling.

8. Consulting service: This is an interaction process that takes place between two professionals in the school setting. It could be the interaction between the counselor and a teacher, the counselor and an administrator, the counselor and parents of the students. It also involves the counselor's technical assistance to other professionals in the school in order to make them become more productive, more effective and more useful in assisting the students.

9. In-service training: This is the periodic workshops or seminars organize for teachers in order to widen their awareness on guidance. Such programme is usually of short duration. Emphasis should be on a particular issue at a time.

CHAPTER NINE

DRUG ABUSE AND HIV/AIDS COUNSELLING

Drug Abuse Counselling

The period of adolescence or youth is the period that separates childhood and adulthood. This period has generated a lot of controversy regarding the problems adolescents encounter. Some findings have indicated that people of all ages irrespective of culture have tasks and expectations. When these tasks are not successfully performed or expectations inadequately met, anxiety, and worry come – up. Nigerian youth fall into some stages in life. It is therefore, expected that problems and needs will arise and individual perceptions of the problem will vary. Adolescents associated with these problems display such behaviours as egocentrism, vandalism and of course drug abuse in the forms of smoking and alcoholism, gang activities, as well as loyalty to delinquent peer groups. Maladaptive behaviour such as drug abuse could have started while in school (Sambo, 2008).

Methods of Drug Abuse Counselling

1. **Education:** Education is critical in helping parents and educators understand the nature of the problem and consider how best to respond to a particular situation. It should be noted that, when fully integrated into the public and private sectors, education should help from among other things to:
 - i) Generate public concern and create or mobilize and implement resources to deal adequately with any serious problem of drug dependence in all its forms.
 - ii) Organize frank and forceful discussions and education; focusing on the futility and inherent dangers in experimentation with drugs and the

consequences of any subsequent dependence to act as deterrents.

2. **Preservation of mental health:** There is no doubt that one of the goals or purposes of counselling in school is mental health. Shertzer and stone (1980) stated that preservation or attainment of positive mental health is one of the goals of counseling. Programmes such as youth clubs should be aimed at deemphasizing the use of drugs and emphasize those areas where young people can play useful roles in the society.
3. **Drug counselling unit:** Drug counselling units should be set up in schools and other youth development centers to prevent those at high risks (teenagers) before they start, and also to counsel those already in the habit. In essence, a developmental approach to guidance is preferred to a crisis – oriented approach.
4. **Behaviour modification therapy:** The use of behaviour modification therapy by the counsellors can help in the shaping of students' behaviour towards cultural and religious norms.
5. **Rational Emotive therapy (RET):** The use of RET can help disabuse the students' minds. This is because some students resort to this immoral and socially unacceptable form of behaviour as a result of their negative and irrational thoughts, and feelings, while the RET is concerned with the counsellors taking an active directive teaching role in which the client is re – educated.

6. **Students' Advisers:** There should be students' advisers among counsellors in the schools whom students can seek advice from concerning their problems rather than resorting to drugs to temporarily forget about their problems.

HIV/AIDS Counselling

The specter of the HIV/AIDS epidemic has over the last two decades grown from a localized health concern to a global issue that now looms large in national and international agenda. In fact, it is now cosmopolitan, transcontinental, and universal and therefore qualifies as pandemic.

HIV/AIDS counselling according to Sambo (2008) as a "confidential communication between a client and a care provider aimed at enabling the client to cope. It includes the evaluation of personal risk of HIV transmission, the facilitation of preventive behaviour and evaluation of coping mechanism when the client is confronted with a positive result.

HIV/AIDS counselling requires some of the same basic counselling skills and procedures used for serious personal and emotional problems. However, the nature of the infection and the disease requires some unique procedures and skills. This counselling focuses on the prevention, coping behaviour, caring and support aspects. The ability to provide HIV test results to clients and managing their reaction, and also managing the reactions of HIV/AIDS counseling. It also requires explicit discussion of sexual practices and health.

Characteristics of HIV/AIDS Counselling

The following are some of the characteristics of HIV/AIDS counselling:

- 1) It is concerned with influencing voluntary behaviour change on the part of the client.
- 2) Its purpose is to provide conditions which facilitate voluntary change on the part of the client.
- 3) Conditions facilitating behaviour changes are provided through interviews.
- 4) Where listening and attempting to understand the client is prevalent.
- 5) It is conducted in privacy and the discussion is confidential.

Meaning of HIV

HIV “Human Immunodeficiency Virus” causes AIDS “Acquired Immune Deficiency Syndrome.” AIDS is a group of diseases that occur when a person immune system is damaged severely by HIV. At this stage of HIV illness, the infected person develops signs and symptoms repeated, prolonged and life threatening illness.

Types of HIV

There are two types of HIV viruses:

- 1) HIV – 1
- 2) HIV – 2

Globally, the predominant virus is HIV – 1. HIV -2 is found mostly in West Africa. Both viruses are transmitted in similar ways and cause AIDS.

Mode of HIV Transmission

Since HIV is found in body fluids (semen, blood, vaginal and cervical fluids, breast milk) of the infected person. It can be transmitted when these fluids enters the body of another person. These can happen through the following ways:

- 1) During sexual intercourse (particularly heterosexual)
- 2) During blood transfusion.
- 3) When using unsterilized skin piercing instrument (needles/ syringes, razor blades and others)
- 4) From an infected mother to her baby during pregnancy, childbirth after birth through breast – feeding:

Impact of HIV/ AIDS on Clients

Most people with HIV/AIDS are adults from 20 – 40 years of age. This means people are dying at an early age, when they are important members of their communities. Illness and death at these ages affect the strength and productivity of a community. The major impacts are in these areas: demographic, health care, economic and social impacts.

Treatment for HIV related Diseases

Even though no definite corrective treatment has been found for AIDS, it is important that counselors be regularly updated on the progress made on HIV/ AIDS treatment. The following are specific treatment for patient to commence as early as possible after HIV infection is diagnosed and be provided regularly:

1. **Treatment of opportunistic infection:** All infections should be treated promptly and aggressively because a simple problem can cause a life threatening situation.
2. **Prevention of opportunistic infection:** Some measures that can be easily implemented are such as avoiding contact with patients with T.B and raw or uncooked food.
3. **Anti Retro-Viral therapy:** Anti HIV treatment within the past years, Anti Retro-Viral therapies (ARV) have become a powerful force in suppressing HIV replication. These drugs, by showing the ability of the

virus to make copies of it, can lengthen some people's lives by a new month or years. The medicines have to be for life. Currently there are two types of drugs that actually work to stop the replication HIV.

- i) Reverse Transcriptase Inhibitor (RTI)
- ii) Protease Inhibitor (PI)

Supportive Treatment

1. Nutritional intervention

HIV/AIDS patients are likely to become malnourished from constantly being sought from diarrhea that prevents their bodies from absorbing the nutrients in food, from loss of appetite and from mouth infections that make eating difficult. A person infected with HIV who does not demonstrate any signs of illness can maintain good health for many years by eating balanced diet and taking prophylactic drugs. People with AIDS should try to maintain their appetites and continue eating adjusting the food type according to the problem encountered. Taking these measures is essential for AIDS patients.

- i. Avoid hot and very cold food
- ii. Avoid chilly and spicy food.
- iii. Avoid food that requires a lot of chewing.
- iv. Avoid sweet and milk
- v. Avoid milk, fatty food, and green leafy food.
- vi. Eat mashed food
- vii. Rinse with lemon
- viii. Take a lot of fluid (salted)
- ix. Eat porridges from different cereals (wheat, maize etc.). And also take nutritional supplements like vitamins and minerals.

2. Physiotherapy

Physical therapy services includes physical and messages for people with AIDS to help circulation, improve digestion, ease stiffness of joints and prevent secondary infection.

Methods of HIV Prevention

1. Prevention of sexual transmission of HIV: this implies practicing safe sex: stick to one faithful uninfected partner; abstain from sex and use condom.
2. Ensure you transfuse or receive only screened blood.
3. Infected mothers should seek advice before getting pregnant: drug therapy, breast feeding, and delivery options may have to be considered.
4. Avoid the use of unsterilized skin – piecing instruments.

Factors that Lead to Women Vulnerability

Studies have shown that women are more vulnerable to HIV infection than men. This trend has been attributed to biological, social and economic factors.

- 1) Male to female transmission is more likely because during virginal intercourse a woman has larger surface of her genital tract exposed to her partner's sexual secretions than does a man.
- 2) Also a woman faces many social barriers and her chances of negotiating safer sex often depend on man. The risk of becoming infected with HIV during unprotected sex is 2 – 3 times greater for woman than a man.
- 3) A woman's risk is greatly increased if she has an STI, especially one that causes ulcerative lesions such as syphilis, because of the unique physiology of a woman; she hardly recognizes symptoms of STI and as such does not seek early treatment. Among these symptoms are recurrent yeast infection pelvis inflammatory disease (PID), changes in cervical

tissue that could lead to cancer, genital ulcers, genital warts, and herpes infections.

4) Moreover, young women produce only scanty virginal secretions during sexual intercourse which makes them more likely to sustain minor cuts that create entrance for HIV infection. Women, due to their social, cultural and economic constraints, also lack power to negotiate the form of intercourse or reject unprotected sex with some sexually partners. All these factors make a woman more vulnerable to infection than a man.

CHAPTER TEN

SEXUALITY EDUCATION AND COUNSELLING

How far can a Youngster go in love affairs especially with the realness of economic limitation confronting him? Moral behaviour problems of adolescents have often been described as that period of heightened heterosexual awareness, often accompanied by extremely high degree of sex drive. This tends to get the adolescent confused often disorganized about what to do. With a bit of carelessness he makes decisions which may result in unwanted pregnancies, inflection with venereal diseases, dropping out of school to take care of babies etc. This is why a broad based sex education and counselling is very crucial for the adolescent especially in developing countries where many parents, teachers, pastors, school principals and other adults feel that the adolescent should not be exposed to sex education.

A number of human attributes such as self concept, occupation thinking, feeling social interaction etc are centrally determined by gender. More important to moral behaviour is the moral conflict that may be generated by inadequate sex counselling and education. Therefore, the younger ones should be helped to adjust to sometimes compulsive sex drive by giving them adequate sex counselling and education in schools, homes, religious centers etc.

Meaning of Sexuality

Sex refers to the biological dimension of being male or female gender. It is often used to mean the physical activity of sexual intercourse. Sexuality can be defined as sexual acts and behaviours, this means the individual's attitudes

and belief and behaviour towards issues on sex which include preferences about sexual acts like masturbation, kissing, sexual intercourse caressing etc and such behaviours as dressing in particular way.

Sexuality Education

This is the process of acquiring information, knowledge, understanding, and forming attitudes and beliefs about sex, sexual identify and behaviours. It is described to replace ignorance, fear, secrecy and guilt with knowledge understanding, openness and rationality. Sexuality education is also about developing in the youths and young ones the right type of attitudes and skills so as to be able to make wise and informed choices about their behaviour concerning their sexual behaviour and feel confidence and competent about acting on these choices

Objectives of Sexuality Education

Akinade and Suleiman (2005) identified the objectives of sexuality education thus:

- 1) To reduce the risk of potentially negative out comes from sexual behaviour like unwanted pregnancy, sexually transmitted infections
- 2) To develop in young people, the ability to make effective and wise decisions over their entire life.
- 3) Help to correct wrong attitudes and beliefs that have been formed
- 4) Enable young people to explore reasons why people engage in sexual intercourse and thing about how it involves emotions, respect for one's decision and bodies
- 5) Allow young ones to decide for themselves what the positive qualities of relationship are

- 6) To understand how bullying, rape, stereotyping abuse and exploitation can negatively influence relationships.
- 7) To provide adequate and right information on how and where to obtain accurate information about sexuality.

Sexual Orientation and Behaviour

Sexual orientation is one sexual attraction towards members of either one's sex or opposite sex. While the individual's ability to identify with a particular sex is termed as sexual identity. Thus, we have homosexuals, bisexuals, heterosexuals and trans sexual. An individual's sexual orientation (homosexual, heterosexual etc) is often determined by a combination of genetic, hormonal, cognitive and environmental factors.

1. Homo-sexualism: This is a sexual pretence for a member of one's own sex; this means that in individual sexuality attracted to member of the same sex or gender e.g. Male to male and female to female. Homosexual behaviour is, more common among individuals with no alternative partners like prisoners, footballers, soldiers on battle fields etc. it should be mentioned here that, female homosexuals are called/termed lesbians while male homosexuals are called gays. Human rights activists and radical feminists: Do not see anything in being homosexual. However, research has shown that the HIV/AIDS is common among homosexuals. This should send a warning signal to the young ones who value their lives and want to stay healthy.

2. Heterosexualism: Heterosexuals are referred to individuals who are sexually attracted to people of opposite sex, male or female and vice versa. It is most widely naturally accepted social and preferable sexual behaviour.

3. Bisexualism: This is a sexual orientation that is in contrast to homosexuals, bisexuals are people who are sexually attracted to either sex, e.g. a woman can be always found in between being heterosexuals and homosexuals as a result of societal pressure which prevent them from taking up their homosexual identify

4. Hermaphrodites: This is an individual with both the male and female sex organs, resulting from an imbalance in hormonal secretions that differentiate the male gender from the female gender. For example, a normal female develops when the female hormone is dominant, but when female hormone is in excess or the same level with the male hormones, it result to hermaphrodite. A surgery can be performed at infancy to get a genital match with the physical appearance (Akinade and Suleiman 2005).

5. Trans-sexualism: This is situation where a male or female person has the gender identify of the opposite sex (male with gender identify of a female) and feels trapped in the body of the female, therefore, desires to change the sex through surgery. Women who wish to be men usually assume the traditional role of men in their relationships with females and vice versa. It should be noted that female to men transsexuals cannot erect or feel erectile sensation and ejaculation is impossible. Also male to female transsexuals cannot assume the natural role of women in reproduction.

Though, not common in Nigeria, sexual orientation and behaviour persistently live on contemporary societies. It is therefore pertinent to educate the youth as well as young ones, about societal norms as well as religious beliefs so that they don't become trapped in taking wrong decisions.

Contraceptive Methods

Otherwise known as family planning, contraception is a means of controlling birth rate and preventing unwanted pregnancies. Studies have shown that, the youths are faced with issues of love and relationships. Out of ignorance these sexual relationships lead to sexually transmitted infections, unwanted pregnancies early marriage of which the latter two results in the school and other attending problems. An immediate action was required to limit these problems, consequently the use of birth control methods became the immediate available option.

Mechanisms for birth control

The various mechanisms for birth control otherwise known as contraceptive method which have been provided are broadly classified into three, they are:

1. The Chemical Methods: This method works by action of hormonal interference so as to suppress ovulation or to render the sperms inactive. Under chemical methods, there are the oral contraceptives or pills, injectable method spermicidal or foaming tablets, as well as implants

i) **Oral contraceptive** are mainly synthetic compound similar to estrogens and progesterone are taken continuously daily for three weeks to prevent conception. It is stopped for one week to prevent menstruation to take place; and the mini pill which contain progesterone are taken daily for 28 days. Mini pills thicken the cervical mucus, thereby preventing sperm from moving up to the uterus.

ii) **Injectable method:** These are hormonal injections which stops a woman's reproductive system from releasing eggs. They are used as alternatives to oral pills and are usually injected into the muscle tissue on any day in the

first seven days of the menstrual cycle. This is done regularly at a constant dosage depending on brand; they are injected at 3, 6 or 9 month intervals.

- iii) **Spermicidal or foaming tablets:** These are chemicals used to kill or immobilize sperm deposited in the vagina thus preventing it from fertilizing the egg. It is discovered that spermicidal can prevent transmission of some sexually transmitted disease like syphilis, herpes simplex hepatitis B. (Akinade and Suleiman 2005)
- iv) **Implants:** Otherwise known as "Norplant consist of six flexible capsules the size of match, which are inserted into female's upper arm by a minor surgery. The capsules for implant should be inserted preferably when the woman is menstruating. They release a type of hormone which prevents pregnancy and of different types with different duration of years from months to years before expiring. New capsules can be inserted to replace the old ones if there is still the need and no adverse effects are observed.

2. Physical Methods:

This involves the use of barrier(s) to prevent sperm from entering the fallopian tubes and fertilizing the ova (eggs). Under the physical methods, there are methods of birth control such as:

- i) **The condom:** This is a synthetic latex rubber that is pulled over an erected penis before sexual intercourse. It is the most commonly used contraceptive method due to its convenience. They are also used to prevent transmission of sexually transmitted infections including HIV/AIDS.

- ii) Diaphragm or cap:** This is a piece of shallow rubber cup with flexible rim. It is inserted before sexual intercourse into the vagina over the cervix. It acts like a condom, because it prevents sperm from entering the vagina copper. It is best used with spermicidal cream to enhance firm contact with the cervix. The diaphragm has to be kept clean and sterilized; this can be done by regular washing with a bowl of 75% alcohol and cool boiled water.
- iii) Intra uterine contraceptive device (IUCD):** Popularly known as the loop or copper T, is a piece of plastic ring or copper T shaped or spiral object that is inserted into the uterus with a thread to prevents sperm from traveling into the uterus to fertilize the ova. IUCD requires frequent visits to the doctor to ensure that it is still in place.
- iv) Sterilization:** This is a permanent method to prevent conception in both male and female. It involves a simple surgical operation to cut the reproductive tubes. In men, the vas deferens are cut and tied to prevent sperm from moving up to the urethra, this procedure is called vasectomy. A man can still achieve sexual excitement and ejaculate but with no sperms in the semen even after vasectomy. While in female, the oviducts are cut and tied to prevent the ova from moving down the oviducts into the uterus thus sperm cannot reach the ova and fertilize it. This procedure in female is called tubal ligation.

3. Natural/Behavioural Methods

This involves withdrawal methods or also abstinence during ovulation etc. this includes:

- i) **Rhythm method** otherwise known as the safe period is a natural way of preventing conception. In this method, the menstrual cycle of a woman is divided into two phases, the fertile period and the dormant period. The fertile period is that period when ovulation is taking place and fertilization is most likely to occur, should sexual intercourse take place. This period is also referred to by laymen as danger period, it is five days before and days after ovulation, because sperm can survive up to five days in the uterus before they die. The remaining days in the cycle is called the safe period because it is very unlikely for conception to take place unless there is a miscalculation of the ovulation days by the couple. It is therefore advised that women should get educated about their menstrual cycle so that they can accurately calculate their ovulation period.
- iii) **Abstinence or withdrawal method:** This is the most natural of all contraception methods. It involves abstaining from sexual intercourse during the time of ovulation. While in the rhythm method, couples can use other contraceptive devices only at ovulation, abstinence means total abstinence during ovulation. Withdrawal method otherwise known as coitus interrupts; involve the man withdrawing his penis from the vagina just before ejaculation. This is considered very difficult it is practiced by highly motivated couples.

It should be noted that with the exception of total abstinence and sterilization, method of contraception is 100% effective. The failure rate depends on individual's physiology and psychological well being. It is advice that, couples and

individuals should seek the advice of qualified personnel before choosing any method of contraception so as to find the most appropriate method with regards effectiveness, side effects which differs from individual to individual and disease prevention ability. Religious and personal preference should also be taken into consideration.

Advantages

- 1) They are highly effective.
- 2) They do not interrupt sexual intercourse.
- 3) They may increase amount of breast milk in lactating mothers.

Disadvantages

- 1) Injectables may lead to irregular, long or heavy menstrual patterns
- 2) Weight gain may occur
- 3) May cause headaches
- 4) Longer period to get pregnant after stopping

CHAPTER ELEVEN

COMMUNICATION SKILLS AND STUDY SKILLS

Communication Skills in Counselling

According to Macmillan English dictionary, "communication is the process of giving information or making emotions or ideas known to someone. But in counselling, communication is defined as a confidential discussion between the counsellor and the counselee in order to assist the counselee to identify, understand and develop solutions to their problems. (Federal Ministry of Health, 1993).

It is a process and if properly conducted it will enable counselee to open up, share their emotions, fears, guilt and anxiety as well as more practical issues with regard to the future in order to cope with stress and take personal decisions related with their problems. Communication which also involves discussing personal issues like the sexual life style of the individual must be well designed to meet the needs of the individual.

Some Communication Skills in Counselling

For effective counselling, the counsellor must possess the following communication skills:

- 1) Active listening
- 2) Appropriate language (use simple language the counselee understands)
- 3) Non – judgemental attitude.
- 4) Try to understand how the clients is feeling (empathy)
- 5) Have respect for people and their feeling
- 6) Ability to ask questions appropriately and Para – phrase for clarity of issues and emotions.

- 7) Look out for feedback from the counsellee through their behaviour expressions (non – verbal signs)
- 8) Have adequate knowledge of the issue or problem.

Qualities of a good Communicator

Shertzer and stone, (1976) cited in Anameze (2002) identified some qualities the counsellor must possess for effective communication, they are;

- 1) Non – possessive warmth
- 2) Empathic understanding
- 3) Genuiness
- 4) Concreteness and specificity
- 5) Confidentiality.

Haven established a good relationship with the counsellee, make sure that the confidence is maintained by not disclosing the information to others without the consent of the counsellee. The counsellor should also not allow his personal problems or feelings to conflict with the counselling session. It will rather be appropriate to fix another appointment if such situation arises.

Benefits of Effective Communication in Counselling

- 1) It assists the counsellor to understand the nature of the counsellee problem and to come to terms with the diagnosis.
- 2) It also helps the counsellee to understand the nature of his problem in order to make realistic decision on treatment or prevention.
- 3) Provides psychological support to meet the emotional needs of the individual. As the saying goes “problem shared is half solved.”
- 4) Encourages sustained positive change in lifestyle and healthy living.

- 5) Encourages the counselee to disclose his/ her condition or problem to family members (shared confidentiality).
- 6) It helps the counselee to develop coping mechanism with their problems.
- 7) It promotes better understanding of counselee problems particularly, their causes.

Study Skills

A common noticeable academic problem among students generally is lack of effective study skills. Consequently observable differences in the academic performance among students are comparable to the variation in their ability to organize their studies.

Study skill refers to the behaviour exhibited by learner during the process of learning. Its induction therefore, involves exposing learners to various techniques which enhance their ability to acquire, retain and recall learnt materials.

Acquisition in this regard, is through self or private study, class teaching and group study. Effective acquisition method enhances the ability to retain while recall involves the retrieval of acquired and retained learning materials through:

- 1) Oral or convert self test
- 2) Instant classroom test
- 3) School examinations
- 4) External examinations
- 5) Employment interview

Techniques for Enhancing Study Skills

Students can achieve good study skills through the application of the following techniques:

1. Budgeting one's time which implies that each student must arrange and plan his or her time this can be achieved through the following ways:
 - i) The student must have a study scheme such as private reading time-table.
 - ii) Determine the number of hours of study for each.
 - iii) Plan times for extra curricular activities
 - iv) Planning out time for afternoon rest siesta and sound sleep at night all of which are necessary for mental refreshment.
2. Improving one's reading through development of faster reading skills such skills include:
 - i) Close comprehension skills which require concentration and training in linguistic skills.
 - ii) Skimming through to recognize and remember the points leaving behind other less important information.
 - iii) Identifying the "topic sentence" in each paragraph.
 - iv) Scanning through for particular information and detecting the author's biases.
3. Improving on one's note taking, students should learn how to take notes correctly particularly during classroom instruction. Again, during private reading, it is advisable for student to take down notes on what has been read. Several methods are available in taking notes such as:
 - i) themes and spray method
 - ii) paraphrasing method
 - iii) summarizing method
 - iv) verbatim method
 - v) abbreviation method

4. Having regards for the position of the body when study. A normal reading position usually sitting on a chair that is slightly lower than the table. People prefer different positions, however, such position should not constitute strain or pain on any part of the body.
5. There should be no conversation or distracting noise during study hours
6. There should be thoroughness in every study by making sure there is understanding on what is being read with the assurance of long term memory.
7. Students should form the habit of reviewing or revising what has been read on a regular basis to get familiarized with the concepts there in.
8. Cultivate the habit of using dictionaries encyclopedia and indexes which help develop scanning that involves finding specific items or information and cross-checking the meanings, spelling, pronunciations of new and difficult words.
9. Avoid monotony in your study by varying subject and resting the mind with a variety in your study rather than cessation from study.
10. Cultivate the habit of reading in the library as much as possible because of the availability of reference books, in addition to its quietness and fewer distracting influences.

11. Form study groups to discuss some difficult academic works and ensure that individual fulfill their role in the groups to act as a source of inspiration.

How to Start a Study Session

Before setting down for serious study one should get a copy of the course syllabus at the beginning of the study. In addition, one need to be motivated or create an interest in the subjects he/she is studying. This will enable him or her to understand the scope of the material and the skills required for the tasks. Ensure that the environment for the study is conducive and healthy. However, it is very important to note that motivation is a factor in the learning process. If the motive for learning is not there, very little information will be gathered.

How to Develop Interest in a Subject

- 1) Devote more time to the subject you wish to study
- 2) Try to understand the definitions, formulas, and rules of the subjects
- 3) Set for yourself simple tasks by trying to solve or attempting to solve some problems
- 4) Try and source for other reading materials
- 5) Constantly practice the subject in other to understand the principles.

How to Concentrate on a Study

- 1) Focus attention to one subject at a time.
- 2) Ensure there is no any form of worries in your mind.
- 3) Set a goal for yourself and the time you wish to realize the goal.
- 4) Ensure that you study in a place where noise and distraction are reduced to minimum with adequate ventilation.

CHAPTER TWELVE

CAREER EDUCATION AND CAREER DEVELOPMENT

Meaning of Career

Career is an occupation undertaken for a long period of person's life. It includes all the work activities, educational pursuits and leisure a person engages in during his work life. (Anameze, 2002). How an individual uses his time working, training, or spending free time, choosing one particular occupation and becoming involved in it are all parts of his career.

Career covers a large part of the individual's active life and this influences his life to a great extent. An individual career choice would necessary influences his life style, social relationship with others, friendship pattern, educational choice, leisure, attitudes and values. Tolbert (1994) is of the view that if an individual makes the right career choice, there would be job adjustment and satisfaction which would lead to increased productivity and efficiency. Therefore, it become essential that career education should be introduced into the school curriculum so as to help people to make appropriate career choice.

Career refers to a variety of work and non-work situations which usually span through the entire life of an individual (Okobia and Okorodudu, 2004). According to them, career is generally related to a pattern of decision, transaction and adjustments which affects one's role in work, education, family, community development and leisure.

The National Career Development Association NCDA (2003) described "Career as the totality of work paid and unpaid one does in his/her lifetime". Thus, career embraces a

sequence of positions, jobs or occupations which an individual does during his/her life time.

Meaning of Career Education

Anameze (2002) defined career education as the process of teaching students factor that can jointly facilitate their career development.

According to Oladele (2000) career education refers to the total experience an individual acquire learning and preparing to engage in work as part of his livelihood. The practice of career education started in U.S.A as a way of responding to the need of student particularly making them employable at whatever level they leave school (Shertzer and stone, 1976). This is also aimed at helping them acquiring necessary skills and knowledge useful in occupational areas. Therefore, education should not be seen only from the academic perspective, but also vocation and currula perspectives.

Aims and Objectives of Career Education in Schools

We have stated earlier in this chapter that the goal of career education is to make students acquire some knowledge and skills that fit their personality and make them employable in the labour market. Some of the aims of career education are as follows:

- 1) Career education has the objective of training students in vocational skills that will make them employable at whichever level they leave school. This is because it has been clearly spelt out in the National Policy on education that prevocational and vocational subjects should be taught at all levels of our education. This is to help students acquire skills needed for a job area.

- 2) Career Education also provides students with information about job availability in the labour market particularly skills needed, academic qualification job benefits and so on. Here students can make their choice based on the information they get.
- 3) Career education also has the aim of relating school subjects, courses to occupational areas where knowledge of the subject can be used. Students should be made to understand that the knowledge they gain from school subjects can be used to solve problems in their place of work. The Industrial Training (IT) and SIWES in which students are always engaged is a pointer to this fact.
- 4) Career education help student to develop good interpersonal relationship and good work habits in the work place. This also means that, career education give student's information that will make them choose a job that is consistent with their life styles and the demand of their job.
- 5) Career education aims facilitate student's career decision-making skills. Here, students are taught on how to collect, analyze and interpret a wide variety of data about a career and make a wise decision based on that.
- 6) Career education can also help students on how to find and apply for jobs, especially how to attend job interviews.

Career Education in relation to Labour Market

The concept of career education in relation to the labour market encompasses all the work activities, type of job

environment, time demanded by the job and other factors related to the job. The current trend in the labour market calls for some type of knowledge and skills that would enable people to perform better in them. Breakthrough in science and technology in most countries creates tension in the labour market. New job opportunities created by this development may require new skills and knowledge. Career education identifies all these changes and keeps students abreast with these changes. Career education helps to balance the production of manpower in all job areas in order to make sure that there is no over-production or under production of manpower in certain job in the labour market of the nation.

For example, the development and use of computer technology has made some jobs irrelevant and it has also today opened the door for some in the labour market. Today, many students who are computer literate are gainfully employed in the labour market. But if many of them specializes in geography, they could remain unemployed. What we are saying is that if there is over-production of manpower in areas with little or no job opportunities, the consequences could be vast waste of both human and material resources spent on training students. And when the people are unemployed, they could constitute social problem like political thuggery, drug addicts, and armed robbery. Also over-production of manpower in one area could lead to underdevelopment of the nation. One can rightly say that career education is related to the labour market, it guarantees employment and all round development of the society.

The fact remains that career education ensures adequate and appropriate supply of labour in job areas. And if through career education people were able to get a job that fits their

personality characteristics, they will be job satisfied which will lead to organizational efficiency and productivity.

Methods of Teaching Career Education

Many methods are used in teaching career education in and outside the school system. Some of which are teaching vocational subjects, teaching career in relation to school subjects, use of career exploratory experiences, career seminars/conferences, guidance programmes and use of boards, bills pamphlets and albums (Anameze, 2002).

1. Teaching vocational subjects

The National Policy on Education (2004) made it mandatory for vocational subjects to be taught in primary and secondary schools. These subjects include. Local Arts, Domestic Science, Agriculture, Business Studies, Home Economics, Introductory Technology, Wood Work, Metal Work and Electrical. When students are exposed to some of these subjects, they could as well develop skills and knowledge necessary for a particular career.

2. Teaching career in relation to school subjects

Here, teachers are expected to relate school subjects to job areas. They should make the students understand that subjects taught in school may have direct implication on the type of job they do. In other words, experience gain in school subjects can be useful in work place.

3. Use of career exploratory experiences

This method has to do with helping students to gain practical experience of work in the fields. This will help students to have first hand information about the job environment, the skills involved and the knowledge required. From there they can also be helped to make wise decision on their career choice. Career exploratory experience in form of industrial

training (IT), students industrial work experience (SIWES), field trips or excursions has been very helpful in helping students to bridge the gap between theory and practice. Field trips and excursion are mostly used in primary and secondary schools, while IT and SIWES are used at the tertiary level.

4. Career workshops/seminars/conferences

Another method of teaching career education is by organizing career workshops, seminars and conferences. It is mostly done by inviting experts, specialist in different work of life to address the students on job opportunities available, nature of the job, requirements for employment, skills needed, work environment and so on. Most schools call this career day or week as the case may be.

5. Group guidance

The guidance-counsellor equally has a role to play in teaching career education by means of group guidance programmes. This requires students with similar characteristics to come together and form a guidance group where issues relating to career choice and development are discussed. The guidance-counsellor provides the group with vital information in knowledge, skills required for a particular career and also the nature of the job.

6. Use of Bulletin Bills, Pamphlets and Albums

This is a method in which bulletin boards, bills, handouts, pamphlets are used to disseminate information as regards job vacancies, training programmes, requirements for admission into profession to the school community. It is also done in a way that students will become educated on careers. The boards are always placed in strategic positions in the school-places where students can gain unrestricted access to anytime, any day.

Meaning of Career Development

The National Career Development Association NCDA (2003) defined “career development as the absolute conglomeration or constellation of psychological, sociological, educational, physical, economic and chance factor which influence the nature and significance of work in the total lifespan of any individual. It is a process by which individuals choose a career path or occupation, continue to develop in it throughout their lives, and have several, major career changes as personal needs and interests change. Further, Anameze (2002) sees career development as the complex and extensive process of shaping a person’s entire work life by the combined effects of a wide range of psychological, educational and social factors. According to him, it consists of experiences that lead to end follow one’s choice of career. Even the decision to choose and drop and change occupations or jobs during person’s working life are all parts of his total career development.

Bandura, Barbaranelli, caprara and Pastorelli, (2001) defined career development as a life long process of engaging the world of works through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment.

As we have seen from the definitions above, career development is a life long experience an individual gathers in the course of undertaking a job. This is also influenced by various factors which are group under psychological, sociological, educational and economical (NCDA, 2003).

Factors that Influence Career Development

1. Psychological Factors

i) Aptitudes

Aptitudes can be seen as a person's predisposition to do something. It is a set of characteristics or conditions which suggest a person's ability to acquire some skills or knowledge at the end of a training programme. Aptitude results can be used to predict a person's future success in certain occupation. In other words certain aptitudes are prerequisite for success in training for and performing in certain occupation. This also means that an individual who has special abilities for a particular occupation is highly motivated to choose it. For example, success in petroleum engineering demands aptitudes in subjects like mathematics, chemistry and physics. It is therefore imperative for parent, teachers and other support groups to help students identify this specific aptitude so that they can make wise career choice.

ii) Interests

Interests are individual's likes and dislike which contributes to his career choice and performance on the job. It is assumed that interest motivate a person to do something which could lead to satisfaction and achieving success. Interest encourages concentration and efficiency at work.

iii) Personality

Personality which is seen as individual unique characteristics that makes him different from another person and also determines his adjustment to the environment is also a factor that influences career development. Certain occupations require certain personality traits and it is important that all individual

personality characteristics agree with his demand. Some of these personality traits are extraversion / introversion.

iv) Self esteem

This is the feeling an individual has which makes him/her perceive his ability on the job as either failure or success. The perception an individual develops about his capability may go a long way to determine how successful that individual can be in his career. Those with high self-esteem develop confidence and are successful in their job, while those with low self-esteem experience the reverse.

2. Sociological Factors

i) Family influence

The family which is the first contact of the child in this world do internalize certain values, ideals norms and develop a sense of career in the child. Family behaviour affect career development of a child, for instance, a child may have interest in a specific career because the parents have laid the foundation for him, or rather because he has loved ones in that career and would not want to miss them or stay far from them.

ii) Family values

Family values also influence the career choice of the family members. For instance, families may be desirous to have children entering certain profession because of continuity at the helms of affairs of that profession. They may want an accountant to take care of their financial services or firm. They may also need a medical doctor for immediate first class medical services and so on. In this situation we have

seen how family interest and goals override those of their children.

iii) Prestige

Some individuals believe that certain occupations bring to them and their family social prestige and status. For many adolescents occupations like doctor, lawyers, pilot, engineer and so on confers on them dignity, integrity and social influence. Besides, attached to it is high income, job security promotion opportunities and greatness.

iv) Peer group influence

Peer group may have a strong influence on career development and choice of the individual. Particularly among adolescents many of them want to enter a profession because their friends are there or planning to enter. To them, the skills needed for such occupation is not their concern, their concern is the fact that their close friends are there and because of closeness between them, they must also go into it. This is a way of furthering cementing their relationship.

v) Role models

According to the Social learning theorists, role models who are also referred to as mentors influence the career development and choice of an individual. These mentors may have a high influence to the extent their life style and patterns of behaviour are adopted by people who see them as exemplary.

vi) Socio-economic status of parent

The socio-economic status of parent can be high, middle or low. This depends on their level of

education, type of occupation, level of income, social class which they belong to and the kind of house they stay. The high class parent influences their children to choose occupations that rank high in the society. The same apply to middle and lower class parents. Though some parents who belong to middle and lower class may want their children to choose professions of the higher class, but their low income can be an inhibition.

3. Educational Factors:

i) Level of education

Level of academic training which can be high, average or low also influences career development. When parents train their children up to higher educational level, they tend to choose careers that are socially attractive and high remuneration. But when parents are unable to train their children beyond the average level, their choice will be limited to careers of lower rank.

ii) Level of intelligent

Level of intelligence which could also be high, average or low is an important determinant of career development and choice. Careers like medicine, law, engineering, teaching to mention but a few requires rigorous academic training. Persons with average or low level of intelligence may not achieve success in those areas. Although level of intelligence may predict success in educational training but not necessarily success in job performance. Individuals who make career choice based on their level of intelligence should also take into consideration other qualities like interest and personality characteristics to ensure that they perform well on the job.

iii) **Type of school**

The type of school an individual is exposed to influences his career development. School that is well organized in terms of facilities and funding will encourage effective teaching – learning process. And when students from this type of setting achieve high academically, they pursue jobs of high status. Another important factor is the subjects offered in these schools and the location of the school. Some schools are established for specific purpose, as have seen today, some schools are science oriented, agricultural based and some are vocational where skills can be acquired. Also, schools located in rural areas are always at disadvantage and this may not help students to attain high academic standard when compared to school in the urban areas. Facilities like electricity, library and pipe-borne water are available in urban areas; where as most rural areas cannot boast of these facilities. The citing of industries and factories in the urban areas also create an avenue for students in these areas to interact with people working in these industries which may also influence their career development and choice.

4. Economic Factors:

i) **Poverty**

Students who are raised in a poverty-stricken home are handicapped to choose a career of their choice because their parents do not have enough money to meet their basic needs. Parents who live below the poverty line cannot afford to buy learning materials, pay school fees and even feed their children. Therefore, whatever career potential these children may posses, their parent inability to train them in schools becomes an inhibition.

ii) Needs

An individual may choose a career because of the needs of the society or his own personal needs. Here, his/her interest does not count, all he/she needs to do is to satisfy his needs and survive in the society. For instance, an individual whose family has financial problem may want to choose a career or job that pays financially at the expense of personal satisfaction which work provide.

CHAPTER THIRTEEN

ASSESSMENT TECHNIQUES USED IN COUNSELLING

The comprehensive nature of counselling calls for use of variety of assessment techniques. A number of assessment techniques such as the following are used in the implementation of the school's guidance programme. Test, project, assignment, systematic observation, check list, rating scales, anecdotal records, interview, questionnaires and socio-metric techniques.

Measuring Instrument

Measuring instruments are psychological tools designed to elicit one form of behaviour or the other. There are essentially two main categories of measuring instrument:

1. Test techniques and
2. Non-test techniques

Test Techniques

These techniques are designed in form of question exercise puzzles, in which the testee is required to provide answers to. There are specified answers to these questions or cognitive domains. Example of test techniques include; achievement test, intelligence test, personality test and aptitudes test.

Test in Guidance and Counselling

When confronted with student's (client's) problems a career advisor/school counsellor needs sufficient data upon which to base important decisions. This data should adequately cover the client's physical mental, emotional, and social adjustments: which supply information about his home, cultural and social milieu; and which tap his aspirations and vocational plans. Thus, the successful implementation of all the major guidance services (i.e. counselling,

educational, vocational, referral etc) depends largely upon the availability of an active testing programme for the reliable evaluation of the client's aptitude, achievement, interests, motivations personality adjustment etc.

Meaning of a Test

A test is a structured task or exercise by which an individual's behavior, performance, or way of reasoning is sampled with a view to making a generalized conclusion or statement about his usual behavior or performance. According to Cronbach (1960), a test is "a systematic procedure for comparing the behavior of two or more persons".

Anastasi (1968) defines a test as essentially an objective and standardized sample of behavior, while Ipaye (1980) cited in Egbochuku (2008), defines a test as a set of tasks or questions intended to elicit particular types of behaviors when presented under standardized conditions. Yusuf (2009) opined that, a test is a systematic procedure for comparing the performance of an individual with a designated standard of performance. This means that, when a test is administered, a series of tasks is given to measure a person's behavior at a given time.

The basic rational- of testing involves generalization from the behavior samples observed in the testing situation to behavior manifested in other non-test situation. It is expected to yield scores that have desirable psychometric properties. The information obtained from test scores aid in decision-making. Tests generally reveal useful information about individuals which could have been lost.

Information from tests help counsellors, parents administrators, teachers and other stake holders who are concerned with the total development of the child to understand the child. Accurate self estimates of children's achievement, intelligence, and interests can be of immense assistance in placing the children on educational and

vocational programmes. Furthermore, tests information on personal characteristics of the individual will assist counsellors and the individual in personal social counselling. More so, tests yield information more economically and objectively, through quantitative description rather than subjective judgment.

In order to ensure that information received through testing are usable, the test should possess some characteristics one of which is that, the test should be standardized: Egbochukwu (2008), explained standardization in testing terminology as referring to uniformity of procedure in administering scoring, and interpretation. While Sambo (2008) argues that, standardized tests are mainly referred to as psychological tests. He further explains that, they are tests which provide methods of obtaining information on categories of behavior under uniform procedures, the presentation of a standard set of questions to be answered, same set of directions, timing constraints, and uniform objective scoring procedure. Some examples of standardized tests include, the Joint Admission and Matriculation Board (JAMB) examinations, the various aptitude tests designed by the Test Development and Research Office (TEDRO) and achievement tests.

Purpose of Tests in Guidance and Counselling

According to Yusuf (1996) and Sambo (2008), in guidance and counseling, tests provide for the following goals.

1. Counselling Data

Counselling data are provided in respect of abilities, interests, aptitudes, general personality structure of the individual pupil/student for wiser and rational decision making, self understanding and counselling.

2. Prediction

This is to determine or predict future performance such as success in further studies and career placement. In other words, test results help

to project how successful and individual will be in a future educational or vocational pursuit he intends to engage in. Test results are said to be predictive if the measure of ability, achievement or other characteristic obtained from them offer a solid base upon which individuals can make decisions. Egbochukwu (2008) suggested that, counsellors should endeavor to use tests with proven high degree of prediction so as to enable their clients make reasonable wise decisions. For example, achievement tests are used for the purpose of predicting future performance in school subjects such as English and Mathematics.

3. Diagnosis

As diagnostic tools, tests help in classifying students into classes or groups according to their capability levels. A test result provides information to the counselee on his ability, achievement, personality characteristics and interest.

Test results also help students to gain further insight into the areas of his strength and weaknesses. Based on the information, the client and counsellor will decide whether the client needs remedial courses or should choose to explore other areas of interest. Egbochukwu (2008), suggested that, standardized psychological tests of interests can be of tremendous assistance to the counsellor in the sense that it would help to diagnose students problems such as reading difficulty, social adjustment problem, deficiencies and personality development problems.

4. Administration

Counsellors use tests to help administrators in taking decisions in curriculum planning and instructional classifications of students into streams of teaching. Identifying areas of supervision, helping in the determination of the overall achievement of the overall school objectives and selection of pupils into the school.

5. Monitoring

Tests as monitoring devices acquaint counsellor's, teachers, and parents with the child's academic progress. Test results can serve as a motivator to under-achieving students with the help of the counsellor. The counsellor will plan a programme that will create enabling environment for students whose performances are below average to acquire better study skills. Counsellors can also assist by consulting with the parents and teachers of the students for joint effort in monitoring the student's progress. (Egbochuku 2008).

6. Consultancy

This involves interpretation of tests results to teachers and parents with regard to the strength and limitations of the client or student.

7. Referral

Tests are conducted for referring students or clients to outside agencies or section of the school for purpose of educational placement or social welfare.

8. Evaluation

Tests as evaluative instruments help students to set realistic educational and vocational goals for himself. As evaluative tool, tests help institutions/schools to identify students who need special diagnostic study and remedial instruction. Tests are also used by counsellors to find out the successes to which the counselling goals set by the counselee and the counsellor have been achieved.

9. Counselling

With respect to counselling, test performs the following functions:

- i) Prepare evidence or data to guide the counselling relationship or interview
- ii) Identify students who need special diagnostic study and remedial instruction
- iii) Help group students into classes on the basis of

- their mental ability.
- iv) Identify gifted students who need appropriate help or counselling
- v) Help student set educational and vocational goals
- vi) Help evaluate the school as unit of instruction
- vii) Provide significant research data for teachers, school administrators and guidance counsellors
- viii) Identify attitudinal dispositions that will guide educational and vocational counselling

Types of Test in Guidance and Counselling

Tests have been classified according to their purpose, content, function, form and procedure. This discussion on the different types of test will be based on the purpose for which they are designed or aspects of behavior they tend to measure with regards to guidance and counselling. There are broadly two types of tests that are used in guidance and counseling, as categorized by Sambo (2008) these are Tests and Non-test techniques. They include; mental ability, aptitude, achievement, interests and personality tests.

1. Aptitude Test

The word 'test' as we now know, refers to any means used to elicit responses to which human behavior in other contexts can be related. When intended to predict relatively distant future behavior (e.g. success in school), such a device is called an aptitude test. According to Super and Crites, (1962) cited in Egbochukwu (2008) an aptitude is a specified proficiency or the ability to acquire certain proficiency. It could also be defined as a tendency or capacity or inclination to do certain task. An aptitude test as explained by Egbochukwu (2008) is "a measure of a specific skill or ability that attempts to determine and measure characteristics of a person as indices of his capability to acquire through future training, some specific set of responses (intellectual, motor etc)". Aptitude tests tell us what students or clients bring to the task regardless of the specific curriculum that the student has already experienced. Aptitude tests assure that people

differ in their special abilities and that these differences are related to a predictable manner to the later achievements.

There are two types of aptitude tests. These are multi-aptitude test batteries and single tests, measuring specific aptitudes. Multi-aptitude tests batteries contain measures of range of aptitudes and combinations of aptitudes and provide valuable information that can be used in decision making. While single aptitude tests are used when a specific aptitude needs to be measured, such as verbal comprehension, musical aptitude, technical aptitude, literary appreciation etc, Aptitude tests yield a profile of scores rather than single IQ and are widely used in educational and vocational counselling. They have also been developed to measure professional potential and capabilities e.g. legal, medical etc and special abilities such as clerical mechanical etc.

2. Mental Ability/Intelligence Test

Mental ability tests otherwise known as intelligence tests were the first standardized psychological tests to be developed. Intelligence tests generally give information on an individual's general mental ability to reason and capacity to learn. These types of tests attempt to measure your intelligence or your basic ability to, understand the world around you, assimilate its functioning and apply this knowledge to enhance the quality of your life.

Intelligence is therefore, a measure of potential not a measure of what you have learned. Intelligence tests are useful in assessing an individual's Intelligent Quotient (IQ), i.e. level of intellectual functioning. The concept of IQ derives from about 1916 when Lewis Terman, translated and revised the first intelligence scale developed by Alfred Binet and Theodore Simon. Hence, the name of the new instrument, the Standford-Binet intelligence scale. In this instrument, Terman used the ratio of "mental age to chronological age". This ratio or quotient concept led to the term IQ (Intelligence Quotient). For example, a six year old child with a mental age of 6 would have an IQ

of 100 (the average IQ score); a six-year old child with a mental age of 3 would have an IQ of 67; a six years old child with a mental age of 9 would have an IQ of 150 (Egbochukwu 2008).

Today, psychologists have generally given up the idea of IQ and simply speak about intelligences. This may not be unconnected to the realization that the IQ mental age - chronological age concept works well only for children. Instead, intelligence is now measured according to individual deviation from standardized norms with 100 being the average. IQ are used in screening and streaming of students into different academic or vocational groups. Examples of intelligence tests developed in Nigeria are: Scholastic test by Ola-Obe, intelligence Tests for Nigerian Children by Adana, self scoring Intelligence Test by Odebinmi. While example of intelligence tests developed: overseas include Wechsler's and Standford Binet's test of intelligence.

3. Achievement Tests

Otherwise known as attainment tests, achievement tests are designed primarily to measure the outcome of teaching, the quantity and quality of progress students have made in a course of instruction, subject area or curriculum. In other words, achievement tests are designed to evaluate past or present learning by measuring the progress students have made as a result of instruction or training. It shows how an individual student compares with others in any particular subject e.g. English language. Achievement tests are not only useful for remedial academic counselling Teachers in various teaching subjects mostly construct these tests for evaluative purposes; but standardized achievement tests are those based on norms and other standardization criteria which are used mainly at external examinations like, National Common Entrance Examination, JSCE and WASSCE.

Achievement tests serve diagnostic as well as predictive functions. They help teachers and counsellors to determine the strength and weaknesses of students in various subject areas, i.e. for diagnosis.

They are used to predict success in school subjects and how well the individual may be expected to profit from subsequent training, hence help in students' placement.

Non-test techniques

These techniques involve the instrument that is used in predicting or verifying a behaviour trait. They are designed in form of rating scales, check list, questionnaires etc. sometimes observational techniques and interview are regarded as non-test techniques. Non-test techniques are mostly used in measuring non-cognitive behaviour domains such as affective and psychomotor domain or behaviours.

Types of non-test device

1. Interest Inventory

Interests are usually defined as likes and dislikes of an individual or the feeling of intentness, concern or curiosity about some objects. Interest can be a measure of a learner's level of motivation. It motivates learning, without interest little learning takes place. From knowing a student's aptitudes, and previous achievements, identifying his interests will help to promote his self understanding to realistic educational and vocational choices. The best techniques for identifying one's interest are through the use of interest inventory. This refers to questionnaires aimed at measuring the likes and dislikes of individual, Measurement of interest includes, self-estimate, interviews, checklists and other inventories.

Forms of Interest

Super and Crites (1962) cited in Egbochukwu (2008) gave four interpretations of the term "Interest" depending upon the way information is obtained. They are expressed interest, manifest interest, tested interest and inventoried interest.

- i) **Expressed Interest:** This could be verbal statement of

interest in an object, task or occupation. Expressed interest, are usually unstable, since they may not be related to maturity and experience. They are usually subjective and unstable and fair to provide useful data for prognosis or diagnosis.

- ii) **Manifest Interest:** This is a measure of level of participation and commitment shown in an activity or occupation. In order to avoid subjectivity of expressions, objective manifestation should be studied, for instance, the circumstances surrounding the individual participating in the activity should be studied with caution. A child whose mother sells in the market may be compelled to assist her out of courtesy and not necessarily due to manifest interest, but when one puts in extra hours to work without expecting any reward that is manifest interest,
- iii) **Tested Interest:** Refers to interest as measured by objective tests and not merely by subjective self-measure. For instance, a child interested in medicine or law would be tested on the amount of accumulated information in that area, (through inventories or checklists). From these, the pattern of high or low interest will emerge since an interest inventory permits an individual or record in a structural manner his likes and dislikes in different situations. Example of interest inventories include: Vocational Interest Inventory (VII) by Bakare, Motivation for occupational interest preference scale (MOPS) also by Bakare, Kuder occupational interest survey (KOIS) etc.
- iv) **Inventoried Interest:** This refers to the assessment of one's preference for a large number of activities and occupations. Inventoried interest form the basis for most

interest tests. They are usually determined by scoring and interpreting interest inventories or checklists. In such inventories, each possible response is given an experimentally determined weight and the weights are summed in order to yield a score that gives an objective pattern of interest that is stable. Such interest inventories permit an individual to record in a structural manner his likes and dislikes in different situations. Bakere's inventories are most widely used vocational interest inventories in Nigeria.

2. Personality Inventories

These are scales of personal characteristics attempt to assist the non-intellectual aspect of behavior for personal counseling. They are most frequently designed to measure such characteristics as emotional adjustment, social relations, motivation, dominance, interests, leadership, introversion and extroversion, self-sufficiency etc. There are several approaches to personality assessment in counseling. Among the early methods according to Egbochukwu (2008), was the Kraepelin's free association test which was used to screen abnormal patients. Kraepelin made use of specially selected stimulus to which the subjects responded with the first word that came to mind. Other approaches for assessing personality are performance or situational tests, projective techniques and personality questionnaires.

Qualities of Measuring Instrument

Any measuring instrument designed for use must meet the following qualities:

1. Validity

This is simply the ability of a measuring instrument to measure what it is designed to measure. There are various types of validity; these are content validity, criterion related validity, construct validity etc.

2. **Reliability**

This is the ability of a test to accurately and consistently give the same scores, when administered to the same persons or groups at different times. Test reliability can be established using a number of procedures such as:

- i) Test retest techniques
- ii) Split-half techniques
- iii) Parallel form techniques
- iv) Kuder Richardson 20 or 21 formula.

3. **Objectivity**

This refers to the ability of the measuring instrument to measure without bias.

4. **Usability**

A measuring instrument is usable if it has economy of time. Space, material and personnel.

Uses of Measuring Instrument in Counselling

Measuring instrument are used essentially for the purpose of selection, classification certification, promotion, evaluation and counselling. With respects to counselling, measuring instruments perform the following functions.

- 1) To prepare evidence or data to guide the counselling relationship or interview.
- 2) To identify students who need special diagnostic study and remedial instruction.
- 3) To help group students into classes on the basis of their mental ability
- 4) To identify gifted students who need appropriate help or counseling
- 5) To help in setting educational and vocational goals.
- 6) To help evaluate the school as unit of instruction

- 7) To provide significant research data for teachers school administrators and guidance counselors.
- 8) To identify altitudinal dispositions that will guide educational and vocational counseling.

Construction and Validation of Measuring Instrument

Test construction simply implies a systematic process of assembling test items or the preparation of a test which by drawing and compiling series of question which constitutes the task for the testee (s). Test validation on the other hand is defined by Gronlund (1976) as “a procedure for standardizing test items by testing them statistically to remove all source of bias in the process of making them valid, reliable objective and useable”.

Itsuokor (1986) suggested an outline for an effective test construction. According to him, “a satisfactory sample is most likely to be obtained when test preparation follows a systematic procedure”. And further listed the following steps and as being useful for this purpose.

- 1) General statement of instructional objects
- 2) Making an outline of the content to be covered;
- 3) Preparation of a table of specification and
- 4) Constructing test items that measure the objectives in the specified table.

Okobia (1990) stated that in constructing and validating a test, certain procedures are followed. As such most psychometrists have come to agree that test preparation is a procedural and a systematic process. However, construction and validation strategies may vary from one author to the other depending on the nature of the test. Brown (1976) suggest a typical sequence of test construction and validation which is stated as follows:

- 1) Planning the test

- 2) Writing the items
- 3) Pre-testing the items
- 4) Preparing the final form
- 5) Collecting the reliability and validity evidence.
- 6) Developing normative and interpretative materials.

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