

REFORMS AND INNOVATION IN GUIDANCE SERVICES IN SECONDARY EDUCATION FOR PRODUCTIVITY.

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Abstract

This paper is an attempt to discuss the refocusing of Guidance services in secondary Education for productivity through the provision of functional Education. The services of guidance counsellor have not been fully harnessed in the secondary school for better prepared human resources for productivity. The National Policy on Education (NPE) (FRN, 2004) emphasized two basic functions of secondary education in Nigeria which are (a) Preparation of students for life (b) Preparation of students for the higher Education. It therefore posits that effective guidance and counselling in the secondary schools that is tailored towards the attainment of Productivity is a necessary facilitator of self-actualization. The Paper further charts the direction for functional guidance and counselling in the secondary schools system for a sustainable self-actualization.

Introduction

It is a known fact that one of the greatest problems in the country today is lack of employment. The whole philosophical assumption about education is to promote the fulfillment of the individual and his integration into the society. To achieve this, the most important thing is to guide the individual towards the type of occupation which is best suited to his aspiration and aptitudes.

Any educational policy in modern society should give importance to effective counselling. This is especially vital now that we have youth activities growing in all parts of the country. There is need for vocational and educational counselling in

the secondary schools. The government, being aware of this counselling became an important feature of the New National Policy on Education (NPE 1981) Education will become more relevant and meaningful through the services of guidance and counseling in schools.

Several parts of the policy statement (paragraph 10:11; paragraph 11:103) highlight the importance of guidance and counseling to the learner alternatively to the society. The policy, at its promulgation in 1981, envisaged that all students at the primary secondary and tertiary levels of schooling would utilize the services of guidance and counselling in

the schools. Therefore to make education product oriented, we should de-emphasized preparing students for examination purpose.

This is why Obanya (2002:223) cited by Chinyere Uba Madume Obika (2006), "We must consider the problems of education beyond classroom growing of the young certification through examination the development of person through conventional subject disciplines and the inculcation of conventional technical skills etc, to also encompass a total re- skilling, re-orientation and re-tooling of the national potentially economically active citizenry. Education is expected to be a means to ones ultimate objectives in life. Its major concern is to make a man to live and function in the society. It is therefore important that education should be made functional to meet the values of man. Presently, the role of the guidance and counselling services had been grossly abused due to lack of man power even if they exist in the school, they are made to teach rather than to function as counsellors. Also there are no offices for them to practice.

This study aimed at the level of utilization of guidance services among students and makes them more productive in the school system.

Theoretical Framework

The Nigerian Philosophy of Education is contained in the national goals and objectives which in turn inform the functions of the Educational curriculum. It was the philosophical analysis of stated goals and objectives that

gave birth to the National Policy on Education. The Nigeria national objectives as stated in the second National Development Plan include the following:

1. A Free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant Nation
4. A Great and dynamic economy
5. A land of bright and full opportunities for all citizens (NPE,1981)

The above objectives thus show the general philosophy of Nigeria Education is based on the integration of the learner for purposes of being a sound and effective citizen of our society. It is also aimed at providing equal educational opportunities for Nigerian citizens spooning through all levels of formal as well as informal Education system.

The philosophy according to Okoye cited by Apologun (2005) is geared towards Self-realization better human relationship, individual and National efficiency, effective citizenship, national consciousness, national unity as well as towards social cultural economic political, scientific and technological progress.

The above national goals and objectives are anchored on the following specific values:

1. The inculcation of National consciousness and national unity.
2. The inculcation of right type of value and attitudes for the survival of the individual and the Nigerian society as a whole.
3. The training of the learner's mind to be face with reality and the

world around him. This is to ensure a well-balanced perspective that equips man through education to give a unique integration to the world and transform reality.

4. The acquisition of the appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society.

The above national objectives is incomplete unless the citizens are self-reliant be productive The increasing rate of high level of unemployment in Nigeria is partly due to the fact that students do not have the knowledge and skills that will enable them take up the jobs for the highly skilled after leaving school. Unemployment is particularly acute among secondary school leavers.

Ozoro cited by Ehisimen (2005) pointed out that secondary school leavers in Nigeria are becoming increasing unemployed because they lack saleable skills to be productive the situation is worst in recent time in which politician recruits innocent youths for togs. This call for adequate training for self-reliant to be productive therefore there is need for guidance and counselling in the school system to properly guide students to be skilled in any area of the vocational courses, so as to be self-sustaining after school. Vocational education is an avenue for discovering knowledge, acquiring human and social skill that are relevant for participatory development and change.

The Concept of Guidance Service

The concept of functional guidance and counselling is geared towards developing the individual to his full potential. The importance of guidance and counselling in the child's education has been highlighted by several authorities in the field of psychology and guidance. Odebunmi cited by Buadi (2003) pointed out that the society has become so complex that decisions about life's important matters cannot be left to trial and error and to chance. Students with their limited experiences about life and the problem of youthful exuberance often need someone to support them and assist to appraise matters before they can arrive at more meaningful decisions. Guidance and Counselling is a discipline that is aimed at assisting individuals to solve their Educational, Vocational and personal social problems. There is hardly any agreement among authors on the meaning of the concept.

However, an attempt will be made to define guidance and counselling. According to Shertzer and Stone (1976), Guidance is the process of helping individual to understand themselves and their world.

Jones (1963) defined guidance as the process of helping individuals achieve self understanding and self direction necessary to make the maximum adjustment to school, home and community. Denga (1986) defined guidance as a cluster of formalized educational services designed by the school to assist students to achieve self-knowledge and self understanding which is

necessary for them to attain the fullest development and self-realization of their potential. In all of these and some other definition, the sole objective of counselling is to assist individuals in making choices which are individually satisfying and socially effective, counselling then is a process by which an individual is stimulated to:

1. Evaluate himself and his opportunities.
2. Make a feasible choice in the light of his unique characteristics and opportunities.

Counselling can be defined as a process in which one person assists another person in a person to person or face to face encounter. This assistance may take many forms. It may be educational, vocational, social, recreational, emotional and moral. Vocational counselling is any assistance given by the counsellor to another person to outline his own resources and his environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his developmental needs and to his educational and vocational activities (Olayinka 1993).

The forgoing analysis show that guidance and counselling are like two side of a coin. This is because counselling gives meaning to the entire guidance programme.

The Role of the School Guidance and Counselling for Productivity in the secondary School

According to National Policy on Education 4th Edition (2004) page 53 Say's

In view of the apparent ignorance of many young people about career prospect and in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post-primary institutions. Based on this policy, guidance services should benefit students in secondary schools in many ways: by the provision of career guidance and counselling service, academic, vocational & personal-social counselling. All these services are geared toward preparing students for a better future in the Society.

Similarly, the increasing rate of unemployment in Nigeria is partly due to the fact that people do not have the knowledge and skills that will enable them take up the jobs for the highly skilled. Unemployment is particularly acute among Secondary school leavers. This made the federal government to set up six youth development centre in some parts of the country. Pointer news paper 16, January 2008 pg 14 says "The federal government is to establish six youth development centres in Osun state and other five states. Federal government is determined to tackle youth restiveness through meaningful engagement in productive ventures" Again the recent Child Rights Bill in delta state: The Pointer 15th April page 8, 2008. We want every Delta child to obtain proper physical, spiritual and intellectual nourishment. A pro-poor policy like this will send the strongest message about the desire of the government to reduce poverty amongst the weakest in the community. In no doubt government both federal and state are constantly in line on how to make our

young ones more productive. To achieve this reality, a functional guidance Services is needed to address this area of incompetence. One major challenge that the national goals and objectives contend with in the 21st century is the rapid social changes that had disrupted the home and the family influence on the children. The family had always been considered as a potent influence in the development of the child .This thus makes for significant relationship between the school, the parents and their wards. However, emerging trends in our social settings had shown that Nigeria is today beset by various problems ranging from lack of guiding values, lack patriotism, acrimonious interpersonal conflicts, brozen armed robbery, drug abuse, cultism, examination malpractice, thugery, corruption little or no value for human life, drug trafficking, child trafficking & gross indiscipline.

The home as one of the agent of socialization has failed in their duty. Most worrisome is the fact that these trends are clear negation of the ideals of the national goals and objectives of the Nigerian state. The school therefore being a formalized place of learners should provide the necessary care and guidance. Presently, it is a known fact that there is overwhelming need for counselling services, not only in our schools but also in our society in general hence the lack of counselling equipments is surprising .it is rather disturbing according to Olayinka (1993) to see the number of people who rely on columnist in newspaper and magazines for advice and number of youths and adults

who rely almost exclusively on prophets, imams and babalawos for guidance and counselling in solving their problem of living. Inshort many modern churches pastors have become counselors. Since guidance and counselling touches on the way core of individual development, it is expected that it will be a veritable tool in correcting the above negative trends as well as helping students to be more productive

This also explains why Kure cited by Apologun (2005) contends that greater efforts can be made towards providing counselling services for students in areas of academic, personal-social and sex-related coherns, this is because the school is most strategically placed at present to run a system of formalized guidance and counselling services for adolescents.

Counselling in schools and colleges will enable the country to identify her talented youths and nurture them to the optimal level of social, educational and economic development. Guiding young people to pursue the right type of education preparing them for future occupational opportunities. Since our education has failed to meet the growing demand of our youths who form the majority in our school system. To address the lack of direction in our secondary school, there should be a functional guidance and counselling services in our schools.

Recommendations

1. The school as a formalized institution should give counselling its right atmosphere to operate. In

some schools where there are trained counselors, they are saddled with so much teaching period that it becomes impossible for them to function as counsellors.

2. The government should create a conducive environment in all schools whether Urban or rural areas. Such environment includes office where privacy and confidentiality can be maintained with basic furniture items electronics such as radio, computer, television, recorders.etc.
3. The government should provide or employ professionally qualified teachers of important subjects. Today, acute shortage of qualified teachers seems to threaten the quality of teaching in most secondary schools. This in turn affect the guidance services.
4. **Accommodation:** Shortage of accommodation for students and staff is a perennial problem in many schools, students are crowded in classes and some schools lack well-equipped science laboratory and library. teachers are mostly housed in a big room called the staff common room in which there is no provision for private work. The school counsellor should be provided with an office where he

or she can carry out individual and group guidance and counselling.

This area should be address by the government for functional guidance to take place.

5. The National Policy on Education 4th edition 2004 page 53 pointed out that guidance and counselling shall also feature in teacher education programmes be intererified since teachers are veritable instrument in inculcating educational values. This is because, for a functional guidance service the role of the teacher is indispensable.

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