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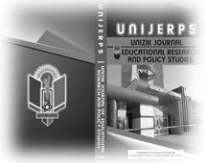
EFFECTIVE GUIDANCE AND COUNSELLING FOR VALUES ORIENTATION AND NATIONAL DEVELOPMENT

Egenti Uju .P. (Ph.D)
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University, Anambra State.
Email: favoruju4real@yahoo.com; up.egenti@coou.edu.ng
08037860587
&
Obumse Nneka Anthonia
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University, Anambra State.
Email: na.obumse@coou.edu.ng
08035410658

Abstract
Effective guidance and counselling aims at equipping the citizenry with worthwhile character, knowledge and skills needed for a prosperous life. Good values seem eroded in our lives today in Nigeria. This paper contends that effective guidance and counselling has become crucial for values orientation and national development in Nigeria given the spate of brazen political violence, endemic insecurity and democratized corruption which have become common occurrences in Nigeria of today. To this end, this paper examines inter-alia, the concept of values, the meaning of guidance and counselling, guided and counselled citizenship for national development, challenges of values based counselling and values required for national development. This paper concludes that, guidance and counselling as values laden discipline is one of the ways of facilitating values orientation required for sustainable national development. This paper recommends among others that guidance counsellors should uphold high moral standard, lead by example, integrity, responsibility and show high sense of ethical sagacity at all times.

Keywords: Effective; Guidance and Counselling; Values; Orientation; National Development

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Introduction

The development of values occupies a vital place in guidance and counselling education. This position has been aptly reflected in the National Policy on Education which among other things espoused the inculcation of some fundamental values and attitudes which are considered necessary for effective citizenship required for national development (Federal Republic of Nigeria, 2014). In Nigeria, guidance and counselling, is aimed at achieving the five main national objectives which include:

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 and
5. A land full of bright opportunity for all citizens (FGN, 2014).

Thus, guidance and counselling is deemed suitable for the attainment of the National goals of education in Nigeria. These goals are:

a) The inculcation of national consciousness and national unity;
b) Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
c) The training of the mind in the understanding of the world around; and
d) The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to his or her society (Federal Republic of Nigeria, 2014).

Based on the above position, the National Policy on Education further stipulates that the quality of instruction at all levels of education in Nigeria should be geared towards inculcating the following values;

- Respect for the worth and dignity of the individual;
- Faith in man's ability to make rational decisions;
- Shared responsibility for the economic good of the society
- Promotion of the physical, emotional and psychological development of all children; and
- Acquisition of competencies necessary for self-reliance

In recent times, certain vices have completely eroded some of the above listed cherished values. These include

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cheating, disregard for rules and regulations, disregard for constituted authority, excessive pursuit of material things, corruption, cultism (Bolarin 2010). Others include; "fraudulent acquisition of property and trade practices, misappropriation of funds, bribery, false declaration, diversion of funds, extortion, illegal tolls, using official position for gratification"(Federal Republic of Nigeria 2004). Other vices which are currently threatening national development are "ethnicity, religious and social intolerance, development imbalance, social injustice, poor value orientation and negative attitude towards national and local products, process and programmes" (Nwagu in Nwabuani, 2010).

Values orientation which is a sinequanon for political and economic stability has become a Cinderella of the 21st century education in Nigeria (Nwalado, 2020). It is an empirical veracity that, values orientation has become very necessary for political and economic stability in Nigeria given to our present comatose economy, political imbroglio, social quagmire, religious pogroms, insecurity cataclysm, skyrocketed population, electoral shenanigans, administrative chicaneries, endemic corruption, pandemic sexual violence, hate speech, fake news and ethnic chauvinism which have become regular occurrences in Nigeria of today (Nwalado, 2020).

Every nation, across the world, Nigeria inclusive desires enduring peace, viable economy, political stability and technological progress for sustainable development and national stability that could ensure better living standard of its citizenry. The ability of a nation to improve the socio-economic welfare of its citizen by developing the human capital and infrastructural, industrial, scientific, cultural and technological development is what is referred to as national development.

Guidance and Counselling education as value learning discipline is one of the ways of developing human capital to facilitate social, political and economic stability in Nigeria. On this premise, guidance and counselling education is considered a means of socio-political socialization of the Nigerian child. Effective and efficient guidance and counselling services aim at equipping learners with the relevant knowledge, skills and values required for sustainable peace, security, viable economy and

political stability in Nigeria. However, good character seems eroded in every aspect of our lives in Nigeria of today. The Nigerian nation is gradually becoming a failed nation, as the citizenry are gradually losing their sense of humanity. The sanity, civility and prosperity of Nigeria is dependent on relevant knowledge, worthwhile skills and good values required for character formation of its citizenry. Effective guidance counselling has the responsive capacity and capability to achieve values orientation and national development (NUC 2011, NPE 2014&Maciver 2016).

Concept of Values

Values is defined as the collective conception of what is considered good, desirable, proper or bad, undesirable, and improper in a culture. According to Mukherjee (2020) "values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations". Lehner and Kube (2020) also see values as an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, manner of thinking and the principles by which we guide our behaviour.

Values, generally perceived, mean those standards or principles which the society collectively hold as valuable and therefore to be imbibed by its members (Nwabuani, 2010). Values according to Dincan (1979) consist of those things and actions we believe to be worth pursuing, worth realizing, worth doing or important to refrain from doing. Similarly, Palmer (1984) defines values as standards of judgment in human behaviour, criteria or guiding principles of living. This position is reinforced by Bamisaye (1989) who sees values as the worth, merit or esteem, which we ascribe to a person, an object or idea.

Values and attitudes go together. Attitudes are ways of thinking, feeling or behaving. They represent our likes and dislikes, attractions or aversions to persons, things or ideas or any other aspects of our environment. Thus, the value we place on something will inevitably influence our attitude to it (Ogundare, 2005). According to Nwabuani (2010), values are general and personal in nature. General values are the societally accepted principles and standards based on which individuals

conduct are judged. They include "values of justice, liberty, equality, honesty, consideration, responsibility, human dignity, etc. (Makinde, 1978). There are also some other societal values which include; belief in God; detesting of laziness; dignity of labour; filial piety (respect for parents and elders in general); hospitality; integrity; public spiritedness; respect for authority; respect for sanctity of life; sharing and caring; truthfulness and honesty; strong pride and attachment to the family and pride in the family name and the ideas associated with the family or group (Bolarin 2005).

Personal values are more or less individual interpretations of social values. They are expressions of individual preferences or choices concerning our individual lives. According to Lee (1971), the characteristics of values and attitude are:

- They are inferences or abstract concepts drawn by observing actions;
- They predispose actions;
- They are personal, though they can be shared among people;
- They are responses to something, a person, event, ideas or even quality;
- They have intensity and are relatively persistent, that is, they can be weak or strong and once acquired are difficult to change. Thus, value has been taken to mean moral ideas, general conceptions or orientations towards world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions.

Concepts of Guidance and Counselling

Guidance and Counselling are two separate terms though the former precedes the later. Guidance is a range of organized activities designed in schools for students to learn and make appropriate choices in schools (Ezeji, 2001). Similarly Owuamanam (2003) defines guidance as involving activities which are designed to help students acquire information, plan and implement programmes and enhance their decision making process in educational or vocational and personal social matters. Contextually, guidance is a helping service given to individuals to enable them achieves their potentials and be useful to themselves and the world in general. Guidance is preventive in nature in the sense that is aimed at preventing students from groping in darkness with g

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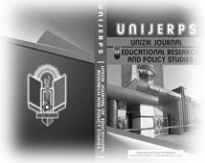
educational and occupational challenges, the individual would be able to evade or overcome unnecessary problems when faced with such in life (Igwe, 2013).

Guidance is a programme of services intended to help students acquire the capacity for self-direction so as to be able to take informed decisions on personal and social affairs. Guidance is a helping process and a programme whose goal is to yield increased knowledge and productivity (Anameze, 2002). This means that guidance is the process of helping an individual through a systematic programme of services to know both himself and his environment and subsequently develop his potentials (Njoku, 2007).

Denga in Njoku (2007) defines guidance as cluster of formalized educational services designed by the school to assist students/learners to achieve self-knowledge, and then to attain the fullest self-development and self-realization of their potentials. Thus, guidance and counselling is a service that allows the recipients/clients to come to terms with their abilities, interests, aptitudes, personality characteristics in order to make appropriate and realistic decision about their personal problems and needs.

Durojaiye (2007) defines guidance as a means of helping someone to understand himself. He further stated that it is a complex process, which encompasses the total needs of individual students to be guided. This implies that through the guidance programme, individual student's educational; health and vocational needs are catered for. It is clear from the definition of guidance that it helps students to meet several needs which must be achieved before an individual can function effectively within his/her environment (Njoku, 2007)

Counselling is an integral element of guidance. Mikaye (2012) counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. According to Uzoeshi (2004) counselling is a process of assisting a client to overcome problems and become happier and more effective individual in the environment. Operationally, counselling is defined as a helping relationship between counsellor and counselees through which the counsellor helps counselees (students) to maximize their potentials by providing career information, and awareness creation of job opportunities in the millennium world of work (Eze,


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Ede, Okoh, Nwalado, Ezema & Manafa 2017).

Counselling is a service which is utilized in solving educational, vocational and social-personal problems found among pupils and students in both primary and secondary schools (Njoku, 2007). Counselling like guidance has been defined in many ways. Counselling is one of the services or techniques, which should be available if the major goal of education is to be accomplished and its utility and effectiveness for this purpose depends to a large extent upon the scrupulous avoidance of giving advice (Okafor, 2007).

Counselling is a personal relationship between a counsellor and a counselee in which, the counsellor helps the counselee to learn more satisfying attitudes and behaviours necessary for solving his problems (Anameze, 2002). He further said that counselling relationship is usually one on one, deeper than mere acquaintance. It is confidential and prolonged in character.

According to Ifelunni (2003), counselling is simply the assistance that an individual who is trained gives to another to enable him understand himself. He further said that self in his definition means the individual's potentials such as his interest, ability, aptitude and strengths and weakness. He also stated that it is only when the individual understands these that can put them into positive use and hence grow. Counselling is defined as a process of interacting with an individual with the view to helping him change his undesirable behaviour, solve problems and adjust to his environment Okafor in Njoku (2007). This definition touches the areas in which every individual requires counselling. The areas include educational, vocational and socio-personal needs. For students to perform effectively in schoolwork and outside the school, it is very vital to establish guidance and counselling unit in every secondary school in the community.

Guided and Counselled Citizenship for National Development

The acquisition of basic knowledge, skills and positive attitudes needed to be responsible citizens and contribute meaningfully to the growth of the society becomes the basic foundation for fostering national development (Alberta Learning, 2000). The concept of development at the level of the individual according to Rodney (1979)

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implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being.

Schools are learning centres where each individual is helped to discover his/her potentialities and prepare for useful living within the society. They provide meaningful curricular activities that would enable the learner to inculcate functional literacy and numeracy, study core and pre-vocational subjects, encourage scholarship and community service, and promote development of the individual into a sound and effective citizen (Oyekan, 2006). Such educated people are well-informed competent persons whose states of mind and behaviour naturally exhibit creative ideas, experiences and habits for self-improvement and achievement of excellence. An educated citizenry is valuable investment in human resources for effective citizenship and functional self-reliance.

Guidance and counselling ensures effective acquisition of relevant knowledge, process skills and ethical orientations to work and changing environment of the learners. This may enhance human productivity through performance spiced with the state-of-the-art technology. As expected, these refined, committed and responsible professionals would have the confidence and authority to engage in reflective thinking and logical thoughts in making rational decisions towards the resolution of different human conflicts and societal problems within their living environment. When they reason and plan before taking any action, accompanying success and satisfaction would guarantee quality life in a virile society.

Educated man or woman is a person who regards education as a pleasurable way of life in the celebration of excellence and service to human kind. He/she is an intelligent, responsible and productive citizen who strives for a good life and a prosperous society (Oyekan, 2006). Such an individual knows the important values of education as sacred ingredient of nation building. An educated fellow is thus a source of blessings and resources for quality management and improvement of the existing community infrastructures aimed at enhancing the welfare and comfort of the people.

Beyond the school setting, an educated person is a literate and numerate citizen who exudes good self-concept. It is often

characterized by self-control, confidence, cautious optimism and obedience to all the rules and regulations put in place by the authority to maintain peace and progress of the society. He/she should demonstrate the capability of exhibit the basic tenets of equality, equity, probity and rationality in all aspects of human life. This could spur educated fellows to become good models of morality and leadership within the cultural context of a democratic self-reliant nation. Besides, he/she shall be bold enough to express his/her reasoned ideas and viewpoints in any emerging situation.

The relevance of guided and counselled citizens in national development is manifested in their creative imaginations for preventive diplomacy, maintenance culture, and technological evolution. Emerging rational ideas and productive skills can be used to produce essential goods 1and render efficient services e.g. food, textiles, water, electricity, telephones, energy, schools or machine tools. Such educated fellows could make illiteracy and poverty to vanish in the society when other citizens see the potency of education in their professional lives, and emulate them by developing interest in learning. This implies that educated men and women are usually well-respected professionals whose ways of life should challenge the illiterates to improve their status and well-being.

In all aspects of human life, a guided and counselled men and women should be reasonable persons who are sympathetic, humble and considerate in making viable attempts to educate others by popularizing the significance of functional education. For instance, they can institute scholarship awards/loan schemes to the orphans and indigent students, support collective mobilization of the illiterates to embrace educational opportunity, and provide exemplary exhortations to the children and youths. This singular act of benevolent support will make the educated citizenry to radiate love and care for their neighbours. Hence, they are the fountain of hope for the less privileged citizens to acquire the necessary competence and habits to become enterprising workforce. The additional skilled manpower supply is more likely to enhance economic efficiency and social reconstruction of the society. All would, however, improve the gross domestic product (GDP) as a component of national development.

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A well guided and counselled citizenry should have acquired adequate language competence finely honed on creative listening, clear speaking, efficient reading and constructive writing skills. This communicative ability would inspire and strengthen their capacity to think, read, write and converse rationally with people on issues that affect the veracity of human life. When functional literacy is wholly extended to the women, adults and street children/adolescents, this illiterate population will be transformed to live a productive life with rational development aspirations. Books, journals, magazines, bulletins, radio and television are vibrant media to develop and nurture creative minds which shall refrain from any bad acts. Teachers are hereby implored to publish their well written and edited lesson notes, poems, plays and research findings for the general public consumption. It is hoped to reduce the scarcity of relevant books while teachers' effectiveness and students' achievement are enhanced towards the realization of the specified objectives of the school.

Young children and adults must be encouraged to receive quality counselling and functional guidance as a means to secure the capacity to face and cope with the challenging prospects of a changing world. Educated men and women must be developed and nurtured in all human disciplines to promote individual and national development. A well-guided and counselled teacher, doctor, pharmacist, lawyer, manager, technician, nurse, engineer or driver is more likely to discharge his/her professional duties with dedication, honesty and consideration of others. This may severally facilitate social, economic, political and technological development of any progressive nation. Effective teachers must be produced and provided with a conducive working environment in order to nurture productive educated citizenry for sustainable nation building. When citizens are able to address persistent issues, promote civic deals and practices, and improve upon our democratic values and meaningful productive economic activities, certainly the national development efforts will be brought to a meaningful reality.

The attainment of national development is strongly linked with the concept of responsible citizenship as young people should have hope for the future without which they cannot have value of contributing to the society, and if they

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feel they cannot make a difference, then it is expected that they can make a productive contribution in any sphere of life let alone the economy (Kennedy, 2003). Finally, when the young people are properly brought up, they will develop what Fairbrother (2003) called "Critical Patriotism". This will enhance their capacity to love their country, develop an understanding as the promotion of a nation's cultural heritage remains a critical element of national development (Esu & Enu, 2010).

Challenges of Values Based Counselling

1. Unqualified and inadequate guidance counsellors
2. Inadequate infrastructure, facilities, equipment and inadequate funding
3. Ineffective discipline of staff ,students and non-enforcement of counsellor's' code of professional conduct
4. Poor remuneration package for guidance counsellors and public image of teachers
5. Politicization of education system
6. Poor value system of Nigerian society

Values Required for National Development

According to Nwalado (2020) the following values when properly inculcated in the learners could ensure the achievement of good citizenship and national development in Nigeria. They include the following among others:

• Diligence	*****Honesty	*Probity
• Integrity	*Truthfulness	*Equity
• Decency	*Selflessness	*Creativity
• Loyalty	*Civility	*Cooperation
• Dignity	*Studiousness	*Benevolence
• Excellence	*Transparency	*Accountability
• Courage	*Tolerance	*Respectability
• Self-confidence	*Meritocracy	*Self-control
• Productivity	*Consistency	*Sagacity
• Self-sacrifice	*Wisdom	*Knowledge
• Bravery	*Pertinacity	*Perspicacity
• Vitality	*Social justice	*Exemplary leadership
• Kindness	*Charity	*Activism

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Conclusion

There is great prospect for socio-economic and political development in Nigeria through values based guidance and counselling services. Guidance and counselling as values laden discipline is one of the ways of facilitating values orientation required for sustainable national development. Guidance and counselling by nature aims at achieving the values of right type of knowledge, skills and character needed for the production of responsible citizenship required for national development. Effective and efficient implementation of guidance and counselling services would equip the citizenry with relevant and appropriate values that are needed to facilitate national development.

Recommendations

Based on the conclusion that effective and efficient implementation of guidance and counselling services would equip learners with relevant knowledge, skills and values required for good citizenship and sustainable development in Nigeria, the following recommendations become imperative:

- The present situation in Nigeria calls for the training of more efficient counsellors to serve in all levels of education in Nigeria.
- Provision of adequate and relevant guidance and counselling personnel and resources.
- Guidance counsellors should uphold high moral standard, lead by example, integrity, responsibility and show high sense of ethical sagacity at all times.
- Guidance counsellors are motivated and morale boosted through prompt payment of salaries and allowances, regular promotion and conducive learning environment.
- There is need to create appropriate social, political, economic and cultural environments which facilitates the work of the school in developing values of honesty, obedience, orderliness and diligence in the youth.
- The school, home and society should be seen to share and promote the same values. There is need for a better synergy among them so as to create the enabling environment for the teaching and learning of values in schools to make the desired impact on the citizenry.

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