

RESTRUCTURING QUALITY TEACHING AND LEARNING IN GUIDANCE AND COUNSELLING FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

BY

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Abstract

This paper focus on restructuring quality teaching and learning in Guidance and Counselling for sustainable development in Nigeria. The paper defined Guidance as any organized activities, formal or informal designed to help the overall development of individuals, it defined Counselling as a face to face interaction between a professional and a client who is seeking for professional solution to recurring problems. It also states the goals of Guidance and Counselling and discussed the concept of restructuring quality teaching and learning in guidance and counselling. Furthermore, the paper states some resources which can be put in place for effective guidance and counselling services. The paper recommends that, adequate human and material resources should be provided to assist guidance and counselling services in schools, school heads should make funds available to guidance/counsellor for procurement of counselling resources, guidance and counselling centres should be established in all schools in Nigeria, school counsellors should learn to improvised counselling resources or materials. And government should promote policies that will boost the capacity of guidance and counselling service in Nigerian schools for sustainable development.

Keywords: Restructuring, Quality teaching, Sustainable development, Guidance and Counselling

Introduction

Guidance and counselling services and resources has a role to play in remedying various challenges in restructuring quality teaching and learning in guidance and counselling for sustainable development in Nigeria. Therefore, guidance and counselling have been conceptualized as a programme that is aimed at assisting individual students/teachers to achieve a balances personality, physically, emotionally, intellectually, socially and vocationally, based on individual needs (Corey, 2018). In order to restructure quality teaching and learning in guidance and counselling for sustainable development, there must be resources such as Guidance and Counsellor's office in each school. This must be furnished with furniture, chairs, psychological tests, books, tape recorders, radios, cumulative records file and a counsellor (Ile, 2019). The importance of the counselling resource in the realization of the objectives of guidance and counselling programme cannot be overemphasized. Counselling resource such as psychological tests, like vocational interest inventory (vii) motivation for occupation, preference scales (MOPS), student's problem inventory (SPI) are needed for counselling in schools and for restructuring guidance counselling programmes to promote sustainable development in Nigeria, and are to be used for placement, selection, vocation interest and aptitude (Yusuf, 2019).

When teaching and learning is well structured in guidance and counselling, with the use of career album, information board, counselling office, record of counselling activity etc., make student to realize that guidance and counselling programme is both theoretical and practical. It also makes

guidance and counselling real and engages them as active participant (Ile, 2019). Guidance and counselling resources, if well-structured in our society will assist teaching and learning and will enhance the competency of counsellors and motivate learners' effective work for sustainable development in Nigeria (Rufai, 2017).

Guidance

Guidance is any organized activity, be it formal or informal, which is designed to help the overall development of the individual as a useful member of his/her society, and these involve his social, economic, emotional and psychological development (Dikko, 2010). Guidance can simply be seen as the act of directing, to lead, to show the way and help those in need. It may also mean to watch over, to know, to pilot, to steer and to inform (Eduwen, 2012). Guidance is the total programme of a number of highly specialized activities implemented by all staff members to help individuals make wise intelligent choice and decisions about life.

Counselling

Counselling is defined as a face to face interaction between a professional and a client where the client voluntarily discusses his/her problems for professional analysis and solutions. Eduwen, (2012) defined counselling as helping an individual become aware of himself and the ways in which he is reacting to the behavioural influences of his environment. It further helps him to establish some personal meaning for this behaviour and to develop this way the students become independently able to handle future difficulties. Counselling is a type of relatively short – term human relationship between a mentor with some considerable experience in problems of human development, on the one hand, and a learner, on the other hand, who faces certain clearly or dimly perceived difficulties in his efforts to achieve self – controlled and self – manipulated forward – moving development (Fakolade, 2008).

Goals of Guidance and Counselling

The goals of guidance and counselling in Restructuring Quality Teaching and Learning for sustainable development, depend on the need of the society, and that of individual who is being guided. This implies that a well-structured guidance and counselling is aimed at developing individuals to realize his/her potentials and to effectively adjust himself in the society when it is well restructured. The following are the goals of guidance and counselling for effective teaching and learning and for sustainable development of education in Nigeria.

- i. **Change in Behaviour:** The goal of any guidance and counselling programme is to help the client change his/her behaviours in positive self – concept. If the change is positive meaningful, it is said that the goals of guidance and counselling have been achieved (Baikie, 2012).
- ii. **Problem Solving:** Problem solving is one of the goals of guidance and counselling. It helps individuals towards overcoming obstacles to their personal growth, wherever these may be encountered, and toward achieving optimum development of their personal resourcefulness.
- iii. **Personal Effectiveness:** Guidance and counselling helps the individual develop a positive self – concept by attaining the level of self – understanding, self – directing and self – actualization.
- iv. **Decision Making:** Guidance and counselling should not be just for persons who are anxious, unhappy or unable to cope with the circumstances of their lives but also to facilitate wise choices of the job on which the persons' later development depends (Eduwen, 2012).

Apart from the general goals above, Haggai (2018) states other goals of guidance and counselling for restructuring quality teaching and learning. These goals include, but not limited to the following:

- a. **To Promote Students' Intellectual Development:** Students are always confronted with learning problems which results in students' academic failure or deficit. Such problems include teachers' attitude to their profession and students' study skills. It is the role school counsellor to organize discussion forum for teachers where they learn from each other some of the professional skills to handle students learning difficulties; reading skills, time budgeting, note – taking and concentration skills (Odeaiyi, 2011).
- b. **Career Choice:** Students usually come to school with readymade chosen career, that is to say career choice is a long term process from pre – school period and continues up to post primary. Therefore, the role of school Counsellor is to help the students make a proper career choice based on their potentials and capabilities (Anagbogu, 2012). Students need to know the pre – requisite for career choice, which includes a person's level of intelligence, interest and opportunities available (Wunma, 2018).
- c. **Student Personal Development:** Students come to school with various dispositions, which make them unique from each other. Thus students differ from each other in terms of their physique, sex, age, status, intelligence, interest, emotions, and ambitions. These differences are what make up the personality of a person. The identification of these traits is necessary so that the student can be well guided on how to identify and develop their potentials (Cormie&Nurius, 2019).
- d. **For Attitudinal Change among Students:** The prevailing social problems in Nigeria societies and negative attitude of Nigeria citizens towards each other due to tribal or religious affiliation are gaining ground in our institutions of learning, hence, the need for counselling activities to help students to adjust socially in order to accommodate each other in the spirit of brother-hood regardless of cultural or religious differences.

Restructuring Quality Teaching

This is the cooperate management of teaching and learning material and guidance and counselling resource in school. It also deals with resource allocation and making them available in our counselling centres in both post primary and tertiary institutions of higher learning for sustainable development in Nigeria (Cormier & Nurius, 2019). Restructuring for sustainable development in guidance and counselling deals with all types of corporate actions taken that involves significantly the operations or structure of a school or educational programme in guidance and counselling or in teaching and learning of guidance and counselling for sustainable development (Odeniyi, 2011).

In restructure quality teaching in guidance and counselling, resource which is geared towards holistic development must be made available in all school for effective teaching and learning and counselling centres and provision of qualified counsellors and guidance personnel in the school.

Restructuring Resources for Quality Teaching and Effective Management of Guidance and Counselling in Nigeria

In order to structure guidance and counselling in our society, school/institution, there is need for allocation of resources for it effective management for quality teaching and learning. These

resources which is required for restructuring quality teaching and learning in guidance and counselling for sustainable development, including, but not limited to the following: Professional/qualified guidance and counselling personnel; Counselling centre; Counsellors' office; Counsellors' furniture; Client chairs; Information board; Socio – personal file; Occupational file; Educational file; Career album. Psychological tests e.g VII, SPI, MOPS; Records of daily activities; Evidence of attendance of seminar/workshop; Schedule time for counselling and Records of found allocated to guidance and counselling etc.

Achieving Quality Teaching and Learning through Guidance and Counselling

Sustainable development is the development that meets the needs of the present without distracting the plans of the future or the plans and development that are presently remarkable and have standing qualities to promote the plans of the futures. In addition, sustainable development implies the consideration of good health, the protection of the social and physical environment and the provision of economic security (Ili, 2019). Sustainable development requires that, all programmes should be for the wellbeing of the society, to have considerable plans, with positive effective in order to maintain and sustain balance in the pursuit of development and improve quality of life of the people in the society.

The main focus of the different group of personnel in a school setting should be the provision of quality guidance and counselling service and allocation of effective resources to students in schools. This called for hard work, dedication to duty, discipline and cooperation among member of staff. Six ways strategies have been identified as a means of achieving quality teaching and learning in guidance and counselling as well as enhancing collaborative effort among staff members in the primary, secondary schools and tertiary institutions, to promote sustainable development in teaching and learning in Nigeria education system (Umar, 2015).

These strategies are:-

1. **Setting up of guidance and counselling committee:** The school Counsellors should form guidance and counselling committees in their schools. This committee which will be headed by a school Counsellor should have as its members, staff who are interested in guidance and counselling programme.
2. **Excursion/visit committee:** This is an arrangement by which staff members visit other institutions during the holiday period. Such a visit is designed to provide opportunity to staff to learn about other schools and acquire relevant and useful experience. For instance, a school counsellor could visit his/her colleagues in another institution with the aims of sharing ideas and learning from him/her. Before embarking on such a visit, the school authorities should brief the staff on the activities to be embarked upon during the visit and the facilities/resources to be provided. Visit of this nature would not only reduce stress/burn out, but promote cordial relationship among staff. Once the staff are happy with one another the achievement of educational objectives for quality education would be collectively realized (Umar, 2015).
3. **Seminar/symposium or lecture committee (organization) school authorities should regularly organize seminars:** Organization of seminars, symposium and lectures to promote cordial relationship among deferent professional groups in a school setting. This would provide opportunities to staff to appreciate the duties being performed by different groups of

personnel and the need to cooperate and promote quality teaching and learning, as well as improve guidance services in our schools for sustainable development.

4. **Publication committee (setting up of publication).** School authority should encourage the publication of magazine, journals and newsletters in their respective schools. Teaching staff within the school system should be encouraged to contribute and play active roles in such useful publications (Iwunma, 2018). The importance of this collaborative effort is to widen the academic horizon of both staff and students; thereby promoting quality teaching in guidance and counselling as well promote sustainable development for global best practices in Nigeria.
5. **Case conference:** This is detailed analysis of a student's adjustment problem by a group of school personnel such as the school administrators, the counselors and the teachers. Iwunma (2018), the duty of the personnel is to examine the concern of a particular student at a particular time and based on the available data, recommend appropriate measures to facilitate the students' adjustment in school, for quality teaching and learning and to foster sustainable development in guidance and counselling service in schools.
6. **Meeting:** regular meetings can be held among members of staff to promote positive interaction and exchange of ideas. The staff members should be given freedom of speech and interaction. Issues of common interest should be address during such meetings. If situation demands, staff could meet with parents of their students and the prefects or student executives to find solutions to some peculiar problems that may be hindering the achievement of educational objectives for sustainable development and to meet the global best practice (Umar, 2015).

Conclusion

Restructuring quality teaching and learning in guidance and counselling in Nigeria is to change the way it is been organized or managed usually in order to make it work more/better effectively, for sustainable development and best practices in Nigeria and the world at large. Quality education refers to education system that is based on a curriculum relevant to the needs of the society, gender sensitive friendly, and is constantly reviewed, reformed or even charged with changing circumstances. The education provided must also be qualitative; otherwise expected result on the society may not be attained. Therefore, provision of qualitative education to students is collective responsibility of school personnel irrespective of their status, interest and affiliation. They should work together to ensure that students are not just in schools but also benefit from educational programmes. To achieve that, different professional groups within the school system need to interact more, understand one another, avoid rancor and unhealthy rivalry. On the other hand, the counsellors should display warmth, acceptance and positive regards in their interaction with other school personnel. They should be decent, appreciative and have respect for the views and feeling of others. With these, quality education can definitely be achieved for sustainable development in Nigeria.

Suggestions

This paper made suggestions for restructuring quality teaching and learning in guidance and counselling for sustainable development in Nigeria to meet global best practices:

1. Principals of school and head of educational institutions should make funds available to the guidance and counsellors for the procurement of counselling resources.

2. School Guidance /Counsellor and teacher should improvise resources that are relevant to their duties. Learners and their environment as well as situations in order to promote sustainable development in Nigeria.
3. Students should be allowed to make use of socio – personal files, educational files and career albums in the office to promote sustainable development in their career choice and to meet global best practices in Nigeria.
4. The Guidance/Counsellors should keep record of their daily activities and have socio – personal, educational and vocational files in their offices in schools..
5. Government and its agencies should set up a monitoring committee to supervise guidance and counselling services in Nigerian schools to promote global best practices and sustainable development in Nigeria.

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