

Comparative Exploration of the Emergence and Development of Guidance and Counselling in the U.S., Japan and Nigeria

By
Abdulrashid Garba, PhD,

CCN; LPCN; FCASSON.

Professor of Educational Guidance and Counselling,
Department of Education, Bayero University,
Kano – NIGERIA.

Visiting Professor,
Center for the Study of International Cooperation in Education,
CICE,
Hiroshima University

1.0 Introduction

1.1 Objectives

- ✓ The paper attempts an exploration of:
 - the emergence and development of Guidance and Counselling (G & C)
 - through comparisons of 3 distinct nations:
 - United States (U.S.), Japan and Nigeria
- ✓ The main objectives therefore are:
 - explore by way of comparison the history of the emergence and development of G & C in the U.S., Japan, and Nigeria.
 - - Draw lesson(s) for possible multilateral adaptation

1.0 Intro (contd.)

1.2 Clarifications of Terms

- ✓ Guidance: an umbrella term
 - for all helping services, geared towards resolving concerns
 - To achieve educational, vocational, personal and social goals/objectives
 - Explicit directions given by an informed, trained person
- ✓ Counselling: a subset of the general term Guidance
 - the core of all guidance services
 - one-to-one helping relationship between two or more people
 - It's for normal people with normal life problems
- ✓ There are certain misconceptions
- ✓ There are three main approaches:
 - ✓ Cognitive, affective and behavioural

2.0 G & C Today

2.1 Status of G & C world Over

- ✓ It is inherent in every society, culture, civilization
 - ✓ The practice is as old as man
 - ✓ Initially the responsibility of parents, family, community elders, traditional specialists
- ✓ Formalized by individuals, govt., associations
- ✓ initially integrated into teachers work in school setting
 - Gradually, an independent specialty

2.0 G & C Today (contd.)

- ✓ Internationally recognized as a helping service
 - in scope and practice
- ✓ A number of significant research evidences to support the benefits of counselling in:
 - educational, economic, social and political development
 - Petron et al, (2006); Mureithi, (2008); Lambert et al, (1996); Garba, (2003); Kawamura et al, (2005)

2.0 G & C Today (contd.)

2.2 Scope of Practice

- ✓ In educational setting: educational, vocational, personal and social concentration areas
- ✓ Through a number of services
 - ✓ Counselling, appraisal, information, referral, placement,
- ✓ In other settings: clinical, industrial, rehab centers and Homes, etc.
- ✓ In many human endeavours: marital, family, career, old age, relationships, etc.

2.0 G & C Today (contd.)

2.3 Professional status:

- ✓ achieved in many countries via the following key areas:
 - Relative long period of training/education
 - Period of practical experience during training
 - Services (and products) essential to the wellbeing of members of the society
 - Availability of ethical standards/ code of practice
 - Association of practitioners /adherents
 - Coordinating agency

3.0 Why the 3 Countries

3.1 It's all about globalization

- Cultural borrowing
- Not on the basis of (dis)parity
- To succeed: hard decisions about educational practices are necessary
 - Which requires support services (ss) such as G & C
 - For G & C to give the required ss it needs to be global
 - To be global there must be international multilateralism, cultural borrowing and cross cultural comparison

3.0 Why the 3 (contd.)

3.2 U.S. considered as the home base of formal counselling

- Home of major concepts, propositions, approaches, tests, inventories and theories
- Emphasis on individuals as opposed to the group
- With a zeal to export and transform
- With particular penchant for
 - human rights, individual liberty, democracy

3.0 Why the 3 (contd.)

3.3 Japan as a culturally and linguistically homogenous country

- With a history of close to 150 years of organized, structured education system
- Legacy of traditional education
 - originally independent in educational thoughts, practices, ideas, policies and reforms
- Though modernization was late comparatively
 - but was able to catch up and surpass
- History of educational adaptation
 - Ministry of education established in 1871 along American model
 - and administration of schools along French Model

3.0 Why the 3 (contd.)

3.4 Nigeria: a 3rd world

- An early 20th century colony of Britain
 - became an independent nation in 1960
- Great ethnic, linguistic, and religious diversity
- History of long military interruption in governance
 - now with relatively enduring civilian democracy
- Vibrant basic and higher education
 - with very low literacy rate of 66.6% (improving)
- Vibrant counsellor education programmes
- A great zeal to borrow from success stories of great nations

4.0 Conceptual Framework

4.1 Benefits of traversing the past

- ✓ History is fascinating:
 - It allows us to look at the past
 - with passion (and compassion),
 - To understand the present relative to others
 - Look at yourself through others
 - To determine and shape the future
 - With informed decisions and precision

4.0 Conceptual Frames (contd.)

4.2 Exploration as a Concept

- Only the beginning is known
 - No specific end in mind
 - To traverse, scrutinize, examine by way of
 - Setting the context
 - Stating the main ideas, and the mission
 - End result/benefits of the exploration will be continuous
 - ✓ Tomorrow's educational, social and economic growth/development
 - Belongs to those who domesticate G & C today
- That is the rationale of exploration

4.0 Conceptual Frames (contd.)

4.3 Dimensions of Comparison

Emergence:

- **action and actors** (activities, agents or agencies that marked the beginning)
- **factors** (the main inspirations and motives) and
- **outcome** (responses from government/individuals)

Development:

- **Policies** (reforms, legislations and collaborations)
- **events** (professional activities) and
- **Issues** (challenges, concerns, problems)

5.0 G & C in the U.S.

5.1 Emergence

- ✓ Action and actors: (Activities, agents or agencies that marked the beginning)
- Earliest notion of professional counseling in response to societal pressures was *Vocophy* of L. S. Richards. (1881)
- Jesse B. Davis: In the late 1890s, Principal, introduced one period/week : vocational and moral guidance
- Frank Parsons: the Boston Vocational Bureau, 1908
 - A book, *Choosing a Career* was also published
- Development of approaches, psychological/intelligence test/inventories
- Over 100 years of using counsellors in schools

5.0 G & C In U.S. (contd.)

- ✓ Factors: (the main inspirations and motives)
 - Social and educational personal reform initiatives
 - Curriculum interests
 - Infusing personal, social and moral lessons into curriculum
 - Desire to address a looming social problem
 - Especially 'unemployment' among youth
 - Desire to advance knowledge

5.0 G & C in U.S. (contd.)

- ✓ Outcomes: (responses from govt. and individuals)
 - Parliament: enabling laws were enacted
 - Government's recognition
 - Associations sprang up
 - Individual embarked upon the development of approaches, intelligence/psychological tests/inventories, in the 1930s
 - Williamson's Directive approach (counsellor-centered)
 - Rogers' Non-directive approach (client-centered)

5.0 G & C in U.S. (contd.)

5.2 Development

- ✓ Policies; (reforms, legislations, collaborations)
- Smith Hugh's Act of 1917 and George Reed's act of 1919
 - gave financial backing to vocational education and guidance activities
- National Defense Education Act of 1958
 - Provided for the training of school counsellors
- Elementary and Secondary Education Act of 1965
 - Increased the funding profile for training
- Continuous reform to meet challenges
 - Development of national model of school counselling programme by ASCA – formally approved in 2001

5.0 G & C in U. S. (contd.)

- ✓ Events: (professional activities)
 - National Guidance Association (NGA) formed in 1913
 - Merged with some other associations to form America's Personnel and Guidance Association (APGA) in 1952
 - Changed name, scope and mandate in 1983 to American Association of Counselling and Development
 - Adopted the present name, American Counselling Association (ACA) in 1992
 - Each State has a chapter

5.0 G & C in U.S. (contd.)

- ✓ Issues: (challenges, concerns, problems)
 - Challenges started in the 70s
 - Counselling as a profession was threatened
 - Counsellors as professionals were endangered
 - Legitimacy of budgetary expenditure was questioned
 - In the 70s: problem of role identity which began to erode the positive effects of school counselling
 - In the 90s: challenges of relevance to the rapidly changing society

5.0 G & C in U.S. (contd.)

5.3 Major areas of strength

- ✓ Individual (philanthropic) concern and involvement
- ✓ Powerful/relevant legislations
- ✓ Strong/active unionization
- ✓ Sound funding profile
- ✓ Separation of counselling psychology from other areas of applied psychology and social work
- ✓ Separate training programmes and employment opportunities for different types of counsellors
- ✓ Test development initiatives

6.0 G & C in Japan

6.1 Emergence

- ✓ Action and actors: (activities, agents or agencies that marked the beginning)
- The seed was sown in the late C19th (Meiji restoration period):
 - With emphasis on modernization
 - Vocational and industrial education recognized and included into the formal structure of education
 - Apprentice and Vocational schools were established
- Post-1945 overturn/upturn of the value system gave way for reforms
 - The reform gave way for the inclusion of G & C in school

6.0 G & C in Japan

- Education reform of 1947 set the impetus
 - extended compulsory education to the level of lower secondary
 - Included the development of G & C system for all students
- Kyoto Counselling Center established mid 1950s
- Prior to the 3rd education reform of the 1980s teachers and nurses provided counselling services
 - Even with the revised system teachers still shouldered counselling responsibilities
 - Now “school counsellors” are gradually taking over from teachers

6.0 G & C in Japan (contd.)

- ✓ Factors: (the main inspirations and motives)
 - The post-war education reform gave way for modernization/westernization
 - Rising concern for modernization, industrialization and overall development
 - Only possible through development of education
 - Education needed support services to succeed
 - Concern for some noticeable problems among pupils such as absenteeism, bullying, violence
 - Ministry of Education, Culture, Sports, Science and Technology and the prefecture boards of education

6.0 G & C in Japan (contd.)

- ✓ Outcomes: A (responses from govt. and individuals)
 - Mainly official concern from Govt.
 - Central control
 - Professionalism
 - Associations

6.0 G & C in Japan (contd.)

6.2 Development

- ✓ Policies; (reforms, legislations, collaborations)
- Integration of clinical/counselling psychology into the daily work of teachers
- Now many schools have specialists
 - Clinical Psychology
- Implementation of school counsellor pilot project in 1995
 - Clinical psychologists to address the school related violence
- The 2002 active collaboration with the U.S. in career counselling (still active?)

6.0 G & C in Japan (contd.)

- ✓ Events: (professional activities)
 - Formation of Associations
 - Japanese Psychological Association (JPA) in 1927
 - School Educ Counseling and Guidance Association, 1965
 - Japanese Association of Counselling Science in 1967
 - Japanese Association of Educational Psychology in 1959
 - Japanese Society for Micro-counselling, early 80s
 - Japanese Association Clinical Psychology in 1982
 - Japanese Union of Psychological Associations (JUPA) in 1999
 - Establishment of Japanese Certification Board for Clinical Psychologists in 1988
 - First nation-wide attempt to place clinical psychologists in schools

6.0 G & C in Japan (contd.)

- ✓ Issues: (challenges, concerns, problems)
 - Ambiguous overlaps exist
 - Clinical; counselling; psychotherapy
 - Not yet recognized as a distinct specialty within psychology
 - Yet to begin postgraduate studies in Guidance and Counselling
 - School counselling still part-time work
 - Only in Junior High with focus only on students
 - Parents, teachers, community, other stakeholders?
 - There are still reported cases of disturbing influences
 - Family disruptions, bullying & aggression, truancy & drop-out (Iwasaki, 2005; Koboyashi, 1999; Choy, 1999)

6.0 G & C in Japan (contd.)

- Deterioration in social skills and moral consciousness (MEXT, 2004)
- Need for prevention of juvenile delinquency and
 - Regulation of information and social media (MEXT, 2008)

6.0 G & C in Japan (contd.)

6.3 Major Areas of Strength

- ✓ Vibrant legacy of traditional education system
- ✓ Homogeneity: Cultural and linguistic uniformity
- ✓ Govt. concern: Early and continuous reform initiatives
- ✓ Strong unionization
- ✓ International linkages and collaboration

7.0 G & C in Nigeria

7.1 Emergence

- ✓ Actions and actors: (activities, agents or agencies that marked the beginning)
 - The 1959 activities of some Irish Reverend Sisters
 - Career guidance for final year female students
 - Formation of consultative committee, ICC an NCC
 - Appointment of G & C coordinator in 1963
 - Use of counselling for rehabilitation after the war

7.0 G & C in Nigeria (contd.)

- ✓ Factors: (the main inspirations and motives)
 - Concern for final year female secondary school students
 - The need to prevent a social problem
 - The need to advance knowledge
 - Return of individuals with specialization in G & C from abroad

7.0 G & C in Nigeria (contd.)

- ✓ Outcome: (responses from govt. and individuals)
- Community support
- Initially a private affair
- Govt. support and involvement

7.0 G & C in Nigeria (contd.)

7.2 Development

- ✓ Policies; (reforms, legislations, collaborations)
 - - 1977: Introduction of national policy on education
 - Provisions for G & C in schools
 - Revised 1982; 2004
 - Instructions to all IHLs to set up students' support service
 - Counselling center
 - Postgraduate programmes in many Universities
 - Scholarship for 2nd degree in G & C

7.0 G & C in Nigeria (contd.)

- ✓ Events: (professional activities)
- Formation of Counselling Association of Nigeria, CASSON, in 1977
 - Still vibrant, responsible for licensure
- Annual/delegate national/international conferences

7.0 G & C in Nigeria (contd.)

- ✓ Issues: (challenges, concerns, problems)
 - Lack of recognition by school administrators
 - For a reason
 - The percentage of schools with a counsellors is very negligible
 - Largely due to non implementation of NPE
 - No professional involvement in the assessment/accreditation of counselling outfits/programmes in school

7.0 G & C in Nigeria (contd.)

7.3 Major Areas of Strength

- Having a spiritual beginning
- Community participation and involvement
- Govt. intervention
- Early policy provision
- Distinction and separation between clinical and counselling psychology and psychotherapy
- Active Association

8.0 Lessons

- ✓ As a result of the brief explorations the following lessons can be derived:
 - That international comparisons can be highly rewarding
 - Learning and borrowing from or sharing of experiences
 - That clinical and counselling psychology are all areas of applied psychology
 - That both have their similarities and differences with psychotherapy
 - That practice in all the three areas in school and non-school setting needs to be legally regulated

8.0 Lessons (contd.)

- That modern societies are highly reformist
 - Education reform must therefore be routine
- That the drivers for reform are usually demands from strong, organized interests
 - the world is interested in counselling psychology in school
- That the development of all aspects of psychological professional practices in and outside the school system is largely the functions of professional associations

8.0 Lessons (contd.)

- That the U. S.:
 - Places emphasis on all aspects of applied psychology and psychotherapy
 - Backed up all professional activities with enabling laws
- That Japan:
 - Places emphasis on especially clinical psychology in schools
 - Presence of counselling psychology in other human endeavour
- That Nigeria:
 - Places emphasis on counselling psychology and school counselling
 - Presence of clinical and counselling psychology in other human endeavour

9.0 Conclusion

- ✓ G & C remains the most important school support service with numerous benefits to;
 - ✓ students, parents, teachers, the society
- ✓ Let us recognize it, embrace it and use it to address wastage of human resource and build a human person useful to self and to society

THANK YOU FOR
LISTENING

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Counselling Psychology, Clinical Psychology and Psychotherapy: Meanings, Similarities and Differences

1.0 Counselling Psychology

Counseling psychology, sometimes referred to as Guidance and Counselling or School Counselling, is a learning-oriented process, carried on in a simple, one to one social environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program, to learn more about himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his society. In lay terms counseling can be described as a face to face relationship, having goals to help a client to learn or acquire new skills which will enable them to cope and adjust to life situations. The focus is to help a person reach maximum fulfillment or potential, and to become fully functioning as a person. Counseling psychology facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

Objectives of counseling psychology include helping individuals toward overcoming obstacles to their personal growth, wherever these may be encountered, and toward achieving optimum development of their personal resources. Counseling provides clarity and a positive and constructive venue for the individual to sensibly examine the motives which determine the drive, content, and even the form of human conduct.

2.0 Clinical Psychology

Clinical psychology is a branch of psychology devoted to understanding mental health problems in individuals and developing effective treatments for the full spectrum of mental, emotional, and behavioral disorders one may experience; depression, anxiety disorders, interpersonal difficulties, and psychotic disorders are but a few. Clinical psychologists are service providers, many of whom work in clinical settings while others choose academic careers or careers in consulting. As a group, clinical psychologists are skilled in clinical practice as well as research on clinical problems and clinical interventions. The emphasis in Clinical Psychology is on **psychosis**; - a mental illness characterized by changes in personality and distorted sense of objective reality. For example, schizophrenia, delusion, etc.

3.0 Psychotherapy

Psychotherapy is the process in which a therapist assists the client in re-organizing his or her personality. The therapist also helps the client integrate insights into everyday behavior. Psychotherapy tends to last for a while. Sessions range from two to five years. Psychotherapy is more of a comprehensive re-education of the client. The intensity and length of therapy depends on how well the client can deal with all of the new found information. It could take quite some time for the client to be able to live with these feelings which originated in past experiences which are usually hurtful ones. A -psychotherapist also needs time to modify all existing defenses. The setting of treatment also differs between counseling and psychotherapy. The goal of psychotherapy is **self-actualization**, a stage where a person who appreciates himself and others as persons rather than things. The emphasis in psychotherapy is on **neurosis**; - a

functional mental disorder involving distress whereby behavior is not outside socially acceptable norms. For example phobia, depression, acute anxiety, etc.

4.0 Counselling and Clinical Psychology

Traditionally, the main difference between counseling and clinical psychology is their perspective and training. Counseling psychologist focuses more on the psychologically healthy individual where clinical focuses on individuals with serious mental illness (e.g. schizophrenia). Counseling psychologists are considered to be the generalists, they are trained in a wide variety of basic therapeutic skills.

Clinical Psychologists devote the bulk of their day to psychotherapy, teaching, research, and supervision. They tend to work with more seriously disturbed populations and are more likely trained in projective assessment. Counseling psychologists work with healthier, less pathological populations and conduct more career and vocational assessment. However, clinical psychologists more frequently favored the behavioral and psychoanalytic persuasions, and counseling psychologists the client-centered and humanistic traditions.

Counselling Psychology and Psychotherapy

While counseling and psychotherapy have several different elements in each, there are some areas where the two overlap. A fine line distinguishes the two topics and one must look hard to see this line.

A counseling session usually takes place in a non-medical setting such as an office. Psychotherapy is the term used more in a medical setting such as a clinic or hospital. Another difference between counseling and psychotherapy has to do with transference. The counselor develops a close personal relationship with the client, but he does not encourage or allow strong transference feelings as does the psychotherapist. The counselor tends to find this **transference** as interfering with his or her counseling effectiveness. A psychotherapist might feel that this transference is helpful and the client may be able to see what he is trying to do with the therapist relationship. A counselor may look at transference as manifestations in an incomplete growing up process, where the psychotherapist interprets these transference feelings as an unconscious nature of feelings.

While there are clear differences between the counseling approach and psychotherapy, there are some similarities between the two. Let us remember that both are similar in the sense that each client brings with them the assets, skills, strengths and possibilities needed with them to therapy. Secondly, counseling and psychotherapy are similar in the way that they both use an eclectic approach. The counselors and therapists do not have only one technique, they borrow from all different techniques. The nature of the relationship which is considered basic in counseling and psychotherapy are identical. The process of counseling cannot be distinguished from the process of psychotherapy. Third of all he feels that the methods or techniques are identical. Another area of similarity between counseling and psychotherapy are the elements which build a person's personality. Each of these processes deal with attitudes, feelings, interests, goals, self-esteem and related behaviors are all which are affected through counseling and psychotherapy.

One of the major distinctions between counseling and psychotherapy is the focus. In counseling, the counselor focuses on the **here and now**, reality situations. During psychotherapy, the

therapist is looking into the unconscious or past. A psychotherapist is looking for a connection of past to unresolved problems which are now present in the real world. Counseling and psychotherapy also differentiate when it comes to the level of adjustment or maladjustment of the client. Counseling holds an emphasis on **normal**. One could classify normal as those without neurotic or psychotic problems but those who have become victims of pressures from outside environment.

While Counseling focusses on problem solving psychotherapy is more analytical. In counseling a client may have a situation where they do not have any idea how to handle it. Here the therapist would determine the cause of ones behavior from the results of that behavior. Length of treatment also differs between counseling and psychotherapy. Counseling is shorter in duration than psychotherapy. The time spent in counseling is determined by goals set by the client and the counselor. Once these goals are met the client should then be able to go back on their own.

Garba, A.

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