

GUIDANCE AND COUNSELLING IN EDUCATION

SPECIAL EDITION IN HONOUR OF PROFESSOR ADEYEMI IBUKUNOLUWA IDOWU

EDITED BY:

PROFESSOR ALFRED A. ADEGOKE

B.Ed.; M.Ed. (Ibadan); Ph.D. (Ilorin); FCASSON
Department of Counsellor Education, Faculty of Education,
University of Ilorin, Ilorin, Kwara State, Nigeria.

GUIDANCE AND COUNSELLING IN EDUCATION

Edited By:

Professor Alfred A. Adegoke

B.Ed.; M.Ed. (Ibadan); Ph.D. (Ilorin); FCASSON
Department of Counsellor Education, Faculty of Education,
University of Ilorin, Ilorin, Kwara State, Nigeria.

June 2020

© Department of Counsellor Education
University of Ilorin, Ilorin, Kwara State, Nigeria

ISBN 978-32285-7-9

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior permission of the copyright owner.

First Published in Nigeria 1998

Second Edition 2004
Third Edition 2016
Special Edition 2020

Printed by:
Unilorin Press,
University of Ilorin,
P.M.B 1515,
Ilorin, Kwara State, Nigeria.
Tel: +2348032377380

LIST OF CONTRIBUTORS

All contributors to chapters in this book are, or have been, academic staff members of the Department of Counsellor Education, University of Ilorin. They are:

Adeyemi I. Idowu, Ph.D- He was a former Head of Department, Dean of the Faculty, a former Provost, Adeyemi College of education, Ondo and a Professor of Guidance and Counselling.

John B. Asonibare, Ph.D- He was a former Ag. Head of Department, a former Director, Centre for Suppotive Services for the Deaf and a Professor of Guidance and Counselling.

Sunday H. Umoh, Ed.D.- He was a former Ag. Head of Department, a former Dean of Student Affairs and a Professor of Guidance and Counselling.

Alfred A. Adegoke, Ph.D- He was a former Head of Department, a former Director, Centre for Suppotive Services for the Deaf, Dean of the Faculty and a Professor of Guidance and Counselling.

Joshua A. Omotosho, Ph.D-He was a former Head of Department and a Professor of Guidance and Counselling.

Irene A. Durosaro, Ph.D- She was a former Ag. Head of Department, the Director, Centre for Suppotive Services for the Deaf and a Professor of Guidance and Counselling.

Mary G. Fajonyomi, Ph.D- She is a Professor of Guidance and Counselling.

Lasiele A. Yahaya, Ph.D-He is the current Head of Department, former Ag. Director, Unilorin Counselling and Human Development Centre and a Professor of Guidance and Counselling.

Bolaji S. Adana, Ed.D-He was a former Ag. Head of Department and a Professor of Guidance and Counselling.

Mary O. Esere, Ph.D-She is a Reader in Guidance and Counselling.

Abdulrasaq O. Oniye, Ph.D-He is a Reader in Guidance and Counselling and the Ag. Director, Unilorin Counselling and Human Development Centre.

Omolara F. Akinpelu, Ph.D-She was a Senior Lecturer in Guidance and Counselling.

Emmanuel A. Adeoye, Ph.D-He was a Senior Lecturer in Guidance and Counselling.

Falilat A. Okesina, Ph.D-She is a Lecturer II in Guidance and Counselling.

Samuel K. Ajiboye, Ph.D-He is a Lecturer II in Guidance and Counselling.

Foluke N. Bolu-Steve, Ph.D-She is a Lecturer II in Guidance and Counselling.

Mulikat L. A. Mustapha, Ph.D-She is a Lecturer II in Guidance and Counselling.

Aminat A. Odebode, Ph.D-She is a Lecturer II in Guidance and Counselling.

Mariam B. Alwajud-Adewusi, M.Ed.-She is a Lecturer II in Guidance and Counselling.

Lateef O. Adegboyega, M.Ed.-He is an Assistant Lecturer in Guidance and Counselling.

Adenike Adeboye, M.Ed.-She is an Assistant Lecturer in Guidance and Counselling.

David O. Adebayo, M.Ed.-He is an Assistant Lecturer in Guidance and Counselling.

TABLE OF CONTENTS

TITLE	PAGE
FOREWORD	iii
PREFACE	vi
LIST OF CONTRIBUTORS	viii
CHAPTER ONE	
Guidance and Counselling: An Overview	
• Prof. Adeyemi I. Idowu	1-18
CHAPTER TWO	
Adolescence and Adolescent Problems in Schools	
• Prof. Alfred A. Adegoke	19-31
CHAPTER THREE	
The need for Guidance and Counselling in the Nigerian Educational System	
• Prof. Sunday H. Umoh	32-43
CHAPTER FOUR	
Developing effective Study Habits among students in Schools	
• Dr. (Mrs.) Falilat A. Okesina & Dr. (Mrs.) Mulikat L. A. Mustapha	44-55
CHAPTER FIVE	
The School Guidance Programme	
• Prof. Bolaji S. Adana	56-71
CHAPTER SIX	
Organization and Administration of School Guidance Programme	
• Dr. (Mrs.) Aminat A. Odebode & Mr. L. O. Adegboyega	72-86
CHAPTER SEVEN	
Relationship between the Counsellor and other School Guidance Personnel	
• Dr. Emmanuel A. Adeoye	87-100
CHAPTER EIGHT	
Appraisal of Students: Tests and Non-test Devices	
• Dr. (Mrs.) Omolara F. Akinpelu	101-123
CHAPTER NINE	
Continuous Assessment Procedures in Schools	
Prof. Sunday H. Umoh & Mrs. Mariam B. Alwajud-Adewusi	124-136

CHAPTER TEN
Learning Disabilities and Learning Problems in Schools
• Dr. (Mrs.) Mary O. Esere 137-15
CHAPTER ELEVEN
Managing Handicapped Students in Schools
• Dr. (Mrs.) Omolara F. Akinpelu 155-17
CHAPTER TWELVE
Career Guidance and Students' Choice of Subjects
• Prof. Joshua A. Omotosho 180-19
CHAPTER THIRTEEN
Elementary School Counselling
• Prof. (Mrs.) Irene A. Durosaro 199-21
CHAPTER FOURTEEN
Modifying Maladaptive Behaviour in Schools
• Prof. John B. Asonibare 215-23
CHAPTER FIFTEEN
Drug Abuse Counselling in Schools
• Dr. (Mrs.) Foluke N. Bolu-Steve &
Mrs. Adenike Adeboye 234-24
CHAPTER SIXTEEN
Marital and Family Counselling
• Dr. Abdulrazaq O. Oniye 249-26
CHAPTER SEVENTEEN
Group Counselling in Schools
• Dr. Samuel K. Ajiboye & Mr. David O. Adebayo 269-28
CHAPTER EIGHTEEN
Placement and Follow-up Programmes in Schools
• Prof. Joshua A. Omotosho 283-29
CHAPTER NINETEEN
Counselling Practicum in Schools
• Prof. (Mrs.) Mary G. Fajonyomi 297-30
CHAPTER TWENTY
Professionalization of Counselling in Nigeria
• Prof. Lasiele A. Yahaya 306-32
CHAPTER TWENTY-ONE
Managing the Aged and Disabled Persons
• Dr. Agubosi L. Akunna & Dr. Ajokpaniovo Micheal 324-33
CHAPTER TWENTY-TWO
Conflict and Conflict Resolution in Workplace
• Dr. Alfred O. Awoyemi and Mr. KabiruAdegunju 336-34
CHAPTER TWENTY-THREE
Counselling in Out-Of- School Settings
• Dr. Shuaib A. Muhammed &
Dr. Oyalakin K. Ogungbade 350-35

CHAPTER SEVENTEEN

GROUP COUNSELLING IN SCHOOLS

By:
Dr. Samuel K. Ajiboye and Mr. David O. Adebayo

Introduction

In recent years, the much emphasized individual counselling has started to give way to group counselling because of the need for a robust and more dynamic therapeutic intervention in a variety of settings. The emerging myriads of issues especially in the tight financial time, scarce professionally trained personnel and multicultural nature of the modern society, which unfold themselves in different situations, are some of the major challenges that underscore the preference for group counselling against the age long individual counselling practice. The group is fundamentally a microcosm of society and where it is possible for people to mask certain behaviours while engaged in individual counselling, the same personality that one exhibits in the real world will manifest in group interaction. Not only would group counselling provide practitioners opportunity to work with the clients, but the group process also has unique learning advantages since the dynamism of the nature of members, the concerns presented, the discussion pattern and even the group facilitator's role are representation of what obtains in the larger society.

Modern day professional counsellors are beginning to realize the great need to create an increasing variety of groups to suit the special needs of a diverse clientele. Infact, the variety of groups that can be designed and adopted is determined only by one's imagination. Group counselling can be adopted for either therapeutic or educational purposes (or both): while some groups are target towards helping members make fundamental changes in the ways they think, feel and behave, others teach members to adopt specific coping skills.

One of the main reasons why group approach has gained much popularity and acceptability is that group members can practice new skills both within the group and in their everyday interactions outside of it. In addition, members of the group benefit immensely from the feedback and insights of other group members as well as the practitioner (Corey, 2000). In sum, group counselling can be designed to help individuals in the school setting (students in particular) meet almost any need.

Given the growing appreciation of the value of group counselling (which has become a preferred mode of intervention in resolving interpersonal conflicts), some challenges have been created, among them an adequate understanding of the group dynamics and procedures and the assumption that every counsellor is a good group counsellor, regardless of practitioner's orientation, reservation and conservatism. It is therefore essential for school counsellors working (or will eventually work) in groups to have an understanding of the concepts and processes of group functioning. This chapter thus presents discussion on fundamental issues relating to group counselling in schools.

Goals of Group Counselling

Group in the counselling process transcends a mere collection of persons for purposes which are not therapeutic in nature: members allude to taking part on the ground that they want to deal with collective problems of the group as well as satisfying individual needs. In general, group counselling offers multiple relationships to assist an individual in growth and problem solving. In group therapy sessions, members are encouraged to discuss the issues that brought them into therapy openly and honestly. The counselor works to create an atmosphere of trust and acceptance that encourages members to support one another.

Some common characteristics of counselling group are that, members:

- Engage in frequent interaction;
- Accept membership of the group;
- Share norms on matters of common interest;
- Identify with one another;
- Have collective perception of universality of the group;
- Participate in a system of interlocking roles;
- Accept commonality of individual's needs: and
- Delight in the potential benefits of group interaction.

Thus, group counselling is premised on the position that people benefit from shared experiences, opinions, feelings and behaviours. A counselling group comprise six to eight students who meet face to face with one or two trained counsellors and talk about what most concerns them (Counselling Connection, 2011). Members listen to each other and openly express thoughts and feelings about what other members do or say. The interactions give members an opportunity to increase understanding of self and others, try out new ways of being with others, and learn more effective ways to interact. Usually, it focuses on a

particular issue such as examination phobia, attitude towards schooling, obsessive-compulsive disorder, anger management, drug addiction or bullying behavior (Bates, 2016). Although the school counsellor usually manages the group, it is pertinent to emphasize that contributions of other members are very germane since all in the group share similar issues. The principles of group counselling stem from the idea that dealing with specific issues may cause isolation and a feeling that one is alone in facing his or her problems. Group approach provides the platform that attempts to counteract isolation by assembling individuals with similar issues to ensure that difficulties are not peculiar to one person. Thus, knowing other people with similar problems can significantly reduce the discomfort experienced by an individual who may not have access in their own family and peer group to people with the same troubles.

The goals of group approach in schools can be primarily categorized into two: the *process goals* and *outcome goals*. The *process goals* aim at helping members improve their comfort level in the group, to increase openness in the group, and to learn to confront members in a more productive manner. Thus, process goals refer to goals that are related to the group members' interaction. On the other hand, *outcome goals* are those that affect the behaviour changes in the member's life such as obtaining career engagement, improving interpersonal relationships or successfully addressing whatever issues that members present for group counselling. However, counselling groups that focus primarily on the members' concerns are usually more beneficial than those that focus on the interactions of the group members (process goals) (Jacobs, Masson & Harvill, 2016). Nevertheless, for the more robust effectiveness of any group counselling, the counsellor is required to focus on both process and outcome goals. These two categories of goals are most often determined by the therapist but ideally the group members are supposed to play significant role in defining for themselves the specific goals to be experienced.

Some of the general goals commonly shared by members of counselling groups are identified by Corey (2000) and Northern Michigan University (NMU, 2016), and they include:

- learning to trust one and others, which often requires developing positive self-concept and adequate regard towards other members;
- achieving self-knowledge and developing a sense of one's unique identity despite the dynamic interactions in the group;
- recognizing the commonality of the participants' needs and problems and developing a sense of universality in order to keep the group intact;

- increasing self-direction, autonomy and responsibility toward oneself and others; each member tries not to lose focus in the face of diverse needs and roles of others;
- becoming aware of one's choices and making choices wisely against many factors that could bring confusion among peculiar choices of other members of the group;
- learning more effective social skills through group interaction. This is could be enhanced particularly in an heterogeneous type of group;
- learning how to confront others with care, concern, honesty and directness; a form of empathy that is shown to other group members;
- moving away from merely satisfying others' expectations and learning to live by one's own expectations in order not to be consumed by fellow members' needs; and
- increasing self-acceptance, self-confidence and self-respect in order to achieve a new view of oneself. This is a personal goal that helps one to engage in productive discussion and maintain positions in the group.

The goals set by the counsellor and the group members are not only useful in enhancing behavioral change but equally fastracks the targeted outcome by enlisting the commitment of the counsellor as well as interest and support of the participants.

Types of Groups in Counselling

A group classification model developed by Bet, Wilbur and Roberts-Wilbur (1981) is adapted in further determining group types in counselling, and these include:

a. Guidance/ Co – educational Group
b. Training Group (T – Group)
c. Therapy Group
d. Encounter Group
e. Counselling Group
f. Self- Help / Support Group

a. Guidance Group/ Co-educational Group

The guidance/ Co-educational group is an informative group, established basically to furnish participants with information related to academic, health or social issues. In a typical school environment, guidance group consist of discussion, debate, symposium, seminar or workshop groups. Emphasis is on information dissemination and

sharing, particularly with regard to careers, study habits and educational issues on the whole. Guidance groups are mostly found in school and religious settings. They are usually large, as such, very big halls, auditoriums are commonly used as venues. It should be noted that guidance groups have no maximum number of participants, in as much as the venue could accommodate those present. The major goal in any guidance group is to prevent an occurrence of something, rather than therapeutic as it is for therapy groups. There is therefore little or minimal friction between groups leaders and members.

b. Training Group (T – Group)

The first T – group was conducted at the National Training Laboratories (NTL) in Bethel, Maine in 1947. These groups appeared at a time when neither group counseling nor group psychotherapy was popular. Kurt Lewin's ideas about group dynamics formed the basis for the original group. Since that time, T – groups have evolved from a focus on task accomplishment to a primary emphasis on interpersonal relationships (Vander Kolk, 1985). Although it is difficult to classify T – groups in just one way , members of such groups are most likely to learn from the experience how one's behavior in a group influences others behavior and vice versa. In this respect, T – groups are similar to forms of family counselling in which emphasis is on both how the system operates and how an individual system functions. In the opinions of Corey and Corey (1997) and Halgin and Whitbourne (2000), emphasis in T – group is on leadership and human relationship training, especially in industry, commerce and governance. T – group is a human relation group founded by Heland Bradford, Ronald Lippot and Kenneth Banne. The aim of T – group is to produce those who interact effectively within a group and who can also harness the potentials of other individuals toward a better human interaction.

c. Therapy Group

Therapy groups are somewhat similar to counselling groups. However, members of therapy groups have serious psychological, pathological and psychiatric disorder. Members of a therapy group usually require professional assistance or services rendered by psychiatrists in a clinical or hospital setting.

d. Encounter Group

This group is organized to cater for developmental, behavioural and emotional needs of members. Members of an encounter group could desire changes in certain aspects of their lives and this could

make them cluster themselves together and collectively seek out solution. According to Lynn and Frauman (1985), encounter groups emerged from T- groups in an attempt to focus on the growth of Individual group member rather than the group itself. Encounter groups are intended for "normally functioning" people who want to "grow, change and develop" (Lieberman, 1975, p.440). These groups took many forms in their heydays (the 1970's), from the minimally structured groups of Carl Rogers (1970), to the highly structured, open-ended groups of Williams Schutz (1971). Regardless of the structure, the primary emphasis of such groups was (then) and is still (now) on individual expression and recognition of affect. Encounter group is also called sensitivity group.

e. Counselling Group

This is also referred to as interpersonal or problem- solving group. The focus of this group is to help group participants in resolving the usual, yet often difficult, problems of living through interpersonal support, and problem solving. An additional goal is to help participants to develop their existing interpersonal problem solving competences so they may be able to handle future problems. Non-severe career, educational, personal, social and developmental concerns are frequently addressed (ASGW, 1991). It should be noted that group counselling differs from group guidance in the following ways:

- While group counselling is recommended for individuals who are having temporary or continuing problems, group guidance is recommended on a regular basis as a personal educational measure (information-giving).
- Group counselling appears to be more direct than group guidance in attempting to modify attitudes and behaviours. For instance, group counselling stresses the affective involvement of participants, while group guidance concentrates more on the cognitive understanding of its members.
- While group counselling is conducted in a small, intimate setting, group guidance is more applicable to classroom-size or fairly large rooms/environments.

f. Self-help/ Support Group

This type of group usually develops spontaneously, centers on a single topic, and is led by a lay person with little formal group training, though with great experience in the seemingly stressful event that brought group members together (Riordan & Beggs,1987). For instance,

residents in a neighborhood may meet to help one another with repairs and clean up after a natural disaster, or they may assemble to focus government attention on an issue, such as toxic waste, that directly affects the quality of their lives. Self-help groups can be shorter long term, but basically, they work to help their members gain greater control of their lives.

Support group on the other hand is organized by an established professional helping organization or individual (such as Alcoholics Anonymous, Lamplighters or Weight Watchers) (Gladding, 1995). Some support groups charge fees while others do not. The involvement of laypeople as group leaders varies. Like self-help groups, support groups center on topics that are physical, emotional or social.

Stages of Group Counselling

Group counselling has different stages. Tuckman (1965) proposed four stages of group process in counselling to include forming, storming, norming and performing. These are further expanded in this text to five as follows:

1. Initiating stage
2. Conflict and confrontation stage
3. Cohesiveness stage
4. Productiveness stage
5. Termination stage.

Stage One: Initiating the Group

The first aspect of group development is the process of getting acquainted. The behaviour of members during the initial stage is relatively restricted. The usual social code for behaviour with strangers or company is typically followed. Problems presented are usually discussed rationally, and members tend to be supportive and polite to each other.

Stage Two: Conflict and Confrontation

In the second stage of group development, the members' dissatisfaction with the operation of the group is manifested. Group members may challenge others' reactions to them and insist on their own rights. The lack of unity is an outstanding characteristic during this stage.

Stage Three: Cohesiveness

Following the stage of conflict and confrontation, the group gradually develops feelings of cohesiveness. During this stage, there is an increase of mutual trust and group morale. The primary interest of the group is with its intimacy and closeness. Cohesiveness generally refers to the amount of "groupness", which is a sense of solidarity or "we-ness"

Stage Four: Productiveness

The behaviour of the group during stage of productiveness is not clear cut. The group has met for sometime worked through some of its conflicts, and worked to a realistic level of cohesiveness in which members and each other with their problems and try to resolve them.

Stage Five: Termination

Termination is one of the most significant aspects of group process. If handled inappropriately, it may not only conclude this experience without effective change for the member or members, but also so adversely affect individuals that they may not seek further help when necessary.

Group Leadership

The success of any group endeavour is a function of many variables; a particular situation, the membership and the leader. The most important of the variables is LEADERSHIP, for even with a good situation and "good" membership, a group with a poor leader will not function at optimum effectiveness.

Leadership Styles

a. ***Authoritarian Leader:*** the leader who adopts this stance is one who feels that the group members, by themselves, are not able to develop the necessary insights or group behaviours that will bring about necessary changes, the belief is that the members got themselves into their particular difficulty because they could not direct themselves; therefore, it is to be expected that they need expert advice. Because of the leader's superior knowledge and expertise in group dynamic, it is the leader who directs the process. It is the leader as the expert in human behaviour who is able to explain the behaviour of the group and individual members. The authoritarian leader "assumes that integration results from his

explanation, that is, from something external added to the internal reality of the group members (kemps, 1967, p.229)". As the process on folds, the authoritarian leader holds that he or she is the one person able to understand the significance of the material presented and it is through his or her interpretive feedback to the group members that the individuals will develop an understanding of their own behaviour. Quite clearly, this view of leadership behaviour is compatible with those theoretical position emanating from a psychoanalytic model, but counsellors who state allegiances to other theories may still have some authoritarian attitudes. It is also a position often advocated by counsellors fresh from a teaching situation who mistakenly equate group counselling with the teaching situation. While some leaders adhere to this position on theoretical grounds, many also adopt it because it appears to be a form of leadership in which the counsellor is protected from self-disclosure to the group.

b. ***Democratic Leader:*** a second form of leadership is what has been referred to as democratic, group-centered or non directive. The democratic leader, unlike the authoritarian, refuses to accept sole responsibility for either of the direction of the group or the final solution of the member concerns. Rather than a complete reliance on their own potential and the potential of its members, the democratic leader uses clarification, synthesis, feedback and evaluation of process as the chief tools. The aim of this leader is to involve member to such an extent that each participant contribute to the welfare of other individuals within the group. The implication here is not that the democratic leader lets the group go anywhere it desires. Rather, it means that the democratic leader works in cooperation with the group in establishing goals, directions and procedures. Unlike the authoritarian leader, the democratic leader does not accept full responsibility with group members. The democratic leader views himself or herself not as an expert with all the answers, but rather as an individual who can facilitate the process of human development. Those who adhere to a more humanistic or phenomenological theoretical position tend to operate from this end of the leadership continuum.

c. ***Laissez-faire Leader:*** A laissez-faire leader is in fact no leader at all. The few individuals who adhere to this position held that it is the sole responsibility of the group members to direct themselves in whatever directions they feel necessary. The leader is simply another member of the group. There are no plans or procedures unless they evolve from the membership. Beginning counsellors often fall into this leadership style in an attempt to be non-directive. There is also a tendency for leaders who have a strong need to be liked to use this style.

Summarily, in the authoritarian group, it can be expected that almost all the communication and dynamics centre on the leader. In the democratic group, the leader still occupies central position but "aims at replacing a single leader with as many potential leaders as there are group members (Gordon, 1972, p.72). In the laissez-faire group, the leader abdicates the leadership position and the group is left to its own often limited resources. As a general rule, one of the prime goals of counselling is improved interpersonal skills, and it appears that the accomplishment of such a goal is much more likely in a democratic group than in an authoritarian group. Thus, democratic style of leadership is the most productive style.

Problems and Issues Involved In Group Counselling

As listed by Corey and Corey (1987), a typical group contends with some or all of the following problems and issues:

i. *Silence and lack of participation*
ii. *Monopolistic behaviour*
iii. *Storytelling*
iv. *Questioning*
v. *Advice giving*
vi. *Seductive behaviour*
vii. *Feelings of superiority*
viii. *Dependency*
ix. *Band-Aiding, etc.*

Silence and lack of participation

Silence and withdrawal are two forms of behaviour that most group leaders must learn to deal with. Even though the silent and withdrawn member does not interfere verbally with group functioning, this behaviour may constitute a problem for both the member and the group. The danger is that a quiet or withdrawn member will go unnoticed and that his/her pattern of silence may indicate a problem.

Monopolistic behaviour

At the other end of the participation continuum is the person who exhibits a high degree of self-centeredness by monopolizing the activities of the group. This person is continually "identifying with others" – that is taking others' statements as openings for detailed stories about his or her own life. Through compulsive, self-centered chattering, this person prevents others from getting their fair share of group time.

Storytelling

Self-disclosure is frequently misunderstood by some group members to mean a lengthy recitation about their life, past and present. If they are confronted with continually relating their detailed history, they sometimes express resentment, maintaining that they are risking disclosing themselves. In teaching group process, leaders need to differentiate between pseudo disclosure, which is merely talking about oneself or about others and life situations and disclosure of what a person is thinking and feeling now.

Questioning

Another counterproductive form of behaviour in the group is interrogation. Some members develop a style of relating that involves questioning others, and they intervene at inappropriate times, asking why a person feels a certain way. People who habitually ask questions should be helped to see that this may be a way of hiding, of remaining safe and unknown in a group. And they should be taught that the people to whom the questions are addressed typically lose the intensity of any emotion they may have been experiencing; questions tend to direct people from thinking and away from feeling.

Advice giving

A problem behaviour that is related to questioning is advice giving. It is one thing to offer a perception or opinion to other members and quite another to tell people what they should feel or what they should or shouldn't do. The advice giving may be subtle: "you shouldn't feel guilty that your parents divorced, because that was their decision and not something you made them do." Although this is true, the point is that the young woman does feel guilty and believes that, if it had not been for her, her parents might still be married. It does not serve the best interest of the woman to advise her not to feel guilty. She has to resolve this feeling for herself. The man who had a need to tell her that she shouldn't feel guilty could profit from examining his own motives from wanting to remove the guilt. What does this mean about him? At this point the focus must be shifted to the advice giver, and the meaning of the giving such advice might be explored.

Seductive behaviour

The person using it is attempting to manipulate others in the group in order to avoid any genuine encounter. Seductive behaviour can take

many forms, including some of the behaviours already mentioned. Four types of seductive behaviours are:

- **Quiet seduction**: This involves trying to get others to draw one out. The game element consists of the individual's underlying belief that, "if people really care about me, they will come and reach out to me first."
- **Active seduction**: This involves trying to get intimacy instantly, to get acceptance without earning it. The person tells others what they want to hear, touches others a lot, suggests all sorts of "touching" exercises, and is scared of genuine intimacy.
- **Playing fragile**: Individuals may pretend they're so fragile that, if confronted, they'll be devastated.
- **Sexual seduction**: Members may be very sexually provocative and then be angry and hurt when others respond to them in a sexual manner.

Feeling of superiority

Some group members take a superior tone. They may be moralistic or may even send the message "I'm cured, and I'm here to observe the rest of you." Such people can find no personal problems to explore but are very willing to listen to others and even to offer them compassion. They may antagonize others with comments such as "In the condescending tone is the message "I really don't need anything for myself, and there are no problems in my life; I'm perfectly content now." A group leader can legitimately challenge such comments by asking the members what they want from the group. A teaching point for the entire group is that it is more helpful to someone in pain to share one's own struggle than to offer solutions.

"Superior" behaviour tends to have the same effect on a group as hostility. It freezes up participants, for they don't want to expose their weaknesses to someone who's perfect.

Dependency

Group members who are excessively dependent typically look either to the group member or to the other members to direct them and take care of them. Dependency is manifested in a variety of behaviours in the group, such as exclaiming that one couldn't live without one's wife (or husband, or parents, or children), presenting oneself as stupid so that others will provide him/her with answers, or simply playing helpless.

Good-Aiding

Related to the advice-giving style is the style that some adopt of trying to soothe wounds, lessen pains, and keep people cheerful. This behaviour is sometimes manifested by a person who complains of how negative the group is and who wants to focus more on the positive side.

Conclusion

Group counselling in a school setting can tackle many issues at once because it is a time efficient exercise. In a single group, multiple students of particular similarities are grouped together to accomplish similar goals. Considering the continuous rate of population explosion in the school enrolment, it becomes expedient for personnel in the field of education to acquire and exhibit basic skills in group counselling. This chapter has thus emphasized the various issues relating to group work in schools: goals, types of groups, leadership styles in group counselling as well as problems and issues involved in group counselling. In the final analysis, it should be made clear that the success of any group counselling procedure is significantly premised on the willingness of the stakeholders (the school administrators, curriculum planners, teachers, counsellors, parents, government and students) to provide an enabling environment for the exercise.

References

American Psychological Association (1992). Ethical principles of psychologists and code of conduct. *American Psychologist* 47(12), 1597-1611.

Association of Specialists in Group (1991). Professional standards for the training of group workers. *Together: Association for specialists in Group Work Newsletter,* 20(1), 9-14.

Bates, T. (2016). *Ethical issues in group counselling.* Retrieved from http//www.shsu.edu

Counselling Connection (2011). *Goals and models of group therapy.* Retrieved from www.counsellingconenction.com.

Corey, G. (2000). *Theory and practice of group counselling* (5th ed.) Belmont, CA: Wadsworth, Inc.

Corey, G. & *Corey, M.S. (1987). Groups process and practice. Monterey, CA: Brooks/Cole.*

Chinn, M.(2016). *Issues and ethics in group counseling.* Retrieved from www.study.com

Group dynamics and group procedures. Lecture note prepared by the Department of Guidance and Counselling, Faculty of Education, University of Ilorin.

Jacobs, G. Masson, R.L. & Harvill, R.L. (2016). *Group counselling: Strategies and skills* (8th ed). Morgantown, WVa: Brooks/Cole.

Kocet, M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA code of ethics. *Journal of Counselling and Development, 84* (2), 228-253.

Northern Michigan University (2016). Group counseling. Marquette: MNU Board of Trustees.

Remley, T. & Huey, H. (2003). Ethical decision making and legal issues. In T.P. Remley, Jr., M.A. Hermann, & W. C. Huey (Eds.), *Ethical & legal issues in school counseling* (2nd ed., pp. 5-20). Alexandria, VA: American School Counsellor Association.

Selected Questions for Practice

1. Group counselling has emerged as a better practice than individual counselling. Discuss five (5) reasons why you would prefer group counselling to individual counselling
2. Explain the therapeutic effectiveness of group counselling
3. Enumerate and discuss ten (10) goals commonly shared by members of counselling groups
4. Discuss the prominent features of the following group types in counselling:

   i. Guidance/Co-educational group
   ii. Training Group (T-Group)
   iii. Therapy group
   iv. Counselling group
   v. Self-help/ Support group
5. Highlight and explain five (5) common problems associated with group counselling and suggest at least two (2) solutions to each.
6. What are the three (3) main leadership styles in group gounselling? Which, in your opinion, is the most effective for use with students in our schools and why?