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ABOUT THE BOOK

Guidance and Counselling for Secondary School students is a book that is written to guide the foundation level student through the secondary school preparatory for higher education and useful living in the society. Written in ten chapters, the book covers the key areas of Guidance and Counselling from educational, vocational and personal-social clearly discussed to meet the needs of foundation level education. It is borne out of the need to provide structure and framework for the guidance and counselling scheme at the secondary school level and to cater for these counselling needs even where counsellors are lacking. This is a handbook for school guidance counsellors/psychologists, parents and students even in lieu of a school guidance counselor.
Guidance And Counselling For Secondary School Students

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To my children; Wanger, Erdoo, Victor, Godwin, Seember, Kater and their Aunt, Doowuese whose need for foundation level guidance and counseling services challenged and inspired me to reach out to the youths in our society.
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Comfort Iveren Atser

Preface

Despite government policies on the provision of counselling services for students at the elementary level of education to forestall maladjustment inherent among young persons, there has been a dearth of textbooks for comprehensive Guidance and Counselling scheme at the Secondary school level of education. Such comprehensive counselling helps to boost the home training roles of parents in this rather technologically advancing society.

Having been involved with guidance and counselling roles at the secondary school level for over five years, the author has responded to the urgent need for the provision of a book of this nature. Guidance and Counselling for Secondary School Students is a lucid book that is intended to serve the compelling purpose for foundation level Guidance scheme. The text is based on the provisions of the National Curriculum for Guidance and Counselling scheme at the Junior (Upper Basic) and Senior Secondary School levels and it provides the much needed framework for the guidance and counselling scheme at this educational level.

Presented in ten chapters, this book covers topical issues on the three key areas of the Guidance/Counselling scheme; the educational, vocational and personal-social aspects. These aspects of information have been well researched and are presented in highly simplified language to appeal to a wide range of readers. It is a book for practicing School Guidance Counsellors, teachers, students and parents alike. The book is a proactive attempt to put society right by beginning naturally at the formative level to ensure that the young persons get all it takes to get sound learning and character training.

The glossary at the end is a sensible inclusion to help the beginners to come along as easily as they undertake a private study of this book.

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CHAPTER ONE

Introduction of Guidance and Counselling in Secondary Schools

Guidance and Counselling are terms that most often than not collocate but can also be defined separately. Guidance in simple terms refer to the act of directing, leading or clarifying someone on matters to forestall difficulty or confusion. More professionally however, guidance can be defined as a cluster of formalized services aimed at assisting an individual or group of individuals to understand and develop themselves to their full potentials. Understanding the self here means the individual's potentials, interest, ability, aptitude, strengths and weaknesses in relation to his circumstances. The guidance scheme is directed towards provision of relevant information to prevent problems that may otherwise have likely occurred as children leave home for secondary school and progress to higher levels.

Counselling is simply an interpersonal encounter between the counsellor and the counsellee or client. In such encounter the counsellor who is professionally competent assist the client (or group of clients) to understand himself so that he can use his potentials to solve his problems. This develops problem solving attributes in the client so that he can grow to become a happier and more productive member of the society.

The needs of an African child at the foundation level of secondary education is very crucial. The personality adjustment needs of the child as he leaves the warm and loving environment of the home to a more challenging and demanding environment of the school can be alleviated. The “identity crisis” often described as “storm and stress” period of adolescence is the stage most of the secondary school students are in that may likely introduce some psycho-social problems which can inhibit the student’s personality development. Guidance and Counselling services are therefore relevant to remove these inhibitions by assisting students to build a
Orientation to School Life

Orientation is a guidance service that is given to new students to acquaint them with their new school environment. It enables the newly arriving students to get some sense of direction and to acclimatize with relative ease. Orientation helps them to feel emotionally, socially and mentally secure as they adjust to their new environment.

Organized to formally absorb the new comers into their new environment, an orientation programme rids them of their fears and ignorance. It features guest lectures or talks on topical issues like the school philosophy, policy-rules and regulations on good conduct, academic progression as well as the curricular and co-curricular offerings of the school. The pieces of information from such orientation talks arm the new students well enough to forestall unguided conduct and the problems of “had I known” in matters of discipline and academic growth.

Older students may be brought in to entertain and celebrate the new students’ arrival in the school with welcome songs and cultural music. They may also teach the new students the school anthem as part of the activities of the program.

The orientation program may be rounded up with an orientation walk round the school to formally introduce and acquaint the new students with school structures and facilities ranging from administrative offices, school library, laboratories, workshops, kitchen/dining halls, play ground, generating rooms, classrooms and other areas considered noteworthy. In like manner, the key functionaries in the school are introduced to the new students. Information is also given on use and rules governing the use of the school structures and facilities. Meanwhile, the new students are expected to ask questions on issues they are not clear about.

The Structure of the Secondary School

The secondary school avails the primary school leaver the opportunity for education of a higher level while preparing him for a useful living in the society. As provided for by the National Policy on Education (Federal Government of Nigeria (FGN), (2004) the secondary school offers a wide range of curriculum to cater for individual differences in talents and preferences so as to provide wide opportunities for future training. The secondary school therefore;
guidance and counselling for secondary school students

* Takes care of sub-professional training in sciences, technology, commerce and the arts and culture.

* Provides inspirational challenges needed for self development while fostering national unity.

Since the curriculum conference of 1969 following which Nigeria adopted the 6-3-3-4 system of education and abandoned the colonial education system, the structure of the secondary education system has continued to witness one change and the other. The 6-3-3-4 education system had a more enlarged and broad based program than the traditional five year secondary school system of the colonial era with core subjects that are designed for broad general education and pre-vocational subjects to offer knowledge and skill in technical and vocational subjects. Structured to last for six academic sessions, the 6-3-3-4 secondary school system then had two segments; the Junior Secondary and Senior Secondary segments.

Following the decision of the Federal Government of Nigeria to introduce the Universal Basic Education (UBE) programme, the junior secondary school was re-structured and re-aligned from all extant primary and Junior Secondary School (JSS) curricula into 9-Year Basic Education Curriculum (BEC) for implementation in Nigerian schools with effect from September, 2008. Thus between 2008 and now, the country has witnessed two major curriculum reform initiatives at the Basic Education level which are

i. The 9-Year Basic Education Curriculum (BEC) (September 2008-August 2014); and

ii. The Revised 9-Year Basic Education Curriculum (September 2014-Present).

The 9-Year Basic Education Curriculum had emphasis on value re-orientation, poverty eradication and employment generation capabilities in learners. In these curriculum reform initiatives, science, technology, mathematics, and vocational education and training are specifically designed to provide the contents, learning experiences and skills for the socio-economic transformation of the Nigerian nation. The structure of the 9-Year Basic Education Curriculum then had subject offerings that ranged between ten and sixteen all through from Primary I to JSS III and almost every subject was a stand-alone subject, like Basic Science, Basic Technology, Physical & Health Education, Computer Studies/ICT, Christian Religious Studies/Islamic Studies, Civic Education, Home Economics, Agricultural Science, and Business Studies were all separate subjects (FME, 2008). Recently, the structure of the 9-year Basic Education Curriculum has been further revised in line with global best practices which indicate that other countries offer far less number of subjects like Kenya -7 subject, Tanzania- 8 subject, United States of America -6 subject, Malaysia and Indonesia -9 subject offerings (Obioma, 2012). The curriculum revision process involved identifying and grouping of related subjects/disciplines such as Christian Religious Studies/ Islamic Studies, Social Studies, Civic Education, and Security Education to create new composite or cluster of Revised BEC subject called Religion and National Values. According to the revised 9-year BEC as provided by the Federal Ministry of Education (FME) in 2012 the junior primary school termed as the lower basic takes three years, the middle basic which falls within the senior primary school level takes three years while the junior secondary school segment which is the upper basic takes three years and will now offer only ten (10) subjects.

The Junior Secondary School Structure—Upper Basic Education Curriculum

The newly revised structure adopted therefore consists of a minimum of 7 subjects and maximum of 8 subjects for primary 1-3 pupils, a minimum of 8 subjects and a maximum of 9 subjects for primary 4-6, while Junior Secondary School (JSS) 1-3 students are expected to offer a minimum of 9 and a maximum of 10 subjects. The structure is made up of subjects as follows:-

1. English Studies
2. Mathematics
3. Cultural and Creative Arts
4. One Nigerian Language
5. Basic Science and Technology, which includes:-
   - Basic Science Basic Technology
Guidance And Counselling For Secondary School Students

- Physical and Health Education
- Information Technology (IT)

6. Pre-Vocational Studies (PVS), which includes:
   - Home Economics
   - Agriculture
   - Entrepreneurship

7. Religion and National Values Education (RVE) which includes:
   - Christian Religious Studies/Islamic Studies
   - Social Studies
   - Civic Education
   - Security Education

8. French, which is to be introduced from primary 4 as a core subject
   - single subject

9. Business Education is to be introduced in JSS one
   - single subject

10. Arabic Language is optional

Other points to note of the newly revised curriculum are:
* Inclusion of the study of Entrepreneurship in Pre-Vocational Studies
* Introduction of IT in Basic Science and Technology
* Infusion of creative and critical thinking and relevant elements of the National Economic Empowerment and Development Strategy (NEEDS) into the relevant contents of the curriculum.
* Infusion of emerging issues such as Drug Abuse Education, Peace Education, Road Safety Education, Consumer Education, Food and Drug Safety Element, National Values and Orientation, Disaster Risk Reduction Education, etc. in the curriculum.

The philosophy of the revised 9-year BEC holds that by the upper basic education level the learner should acquire appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning; a basis for scientific and reflective thinking. Key concepts in the former curricula now form integrating threads for organizing the contents of the new subject into a coherent whole. English studies are offered to include literature in English and to be used as national official language/medium of instruction in schools. Mathematics as in previous curricula is offered as a fundamental discipline for science and technological development and to provide a sound numerical base for everyday life.

In the revised 9-year basic education curriculum subjects and contents are organized to flow systematically and spirally from Primary 1 to JSS 3. In the process of review, particular efforts were made to further reduce content overload, repetition or duplications within and across subjects without compromising depth, appropriateness, and interrelatedness of the curricula content. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels. Since the curriculum represents the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. While selecting the contents, major issues shaping contemporary growth and development of nations, and influencing knowledge driven societies were identified and infused into the curriculum content at every level, from primaries one through to junior secondary classes; with a progression in infusion of concepts as class advances. These include, but are not limited to:

a. Environmental Education,
b. Climate Change,
c. Drug Abuse Education,
d. Foods and Drugs Safety Education,
e. Disaster Risk Reduction Education,
f. Consumer Education,
g. Safety and Security,
h. Entrepreneurship Education,
i. HIV/AIDS Education

The topics in each theme are spirally sequenced, from simple to complex across the 9 (nine) years of schooling in order to sustain the interest of learners and promote meaningful learning and skills
The Structure of the Senior Secondary School

Based on the present 9-Year Basic Education programme a new curriculum structure for Senior Secondary School (SSS) was also developed. The new Senior Secondary Education Curriculum (SSEC) is systematically connected with the contents of the present Junior Secondary Education Curriculum (JSEC). The curriculum is diversified to cater for the differences in talents, opportunities and future roles of individuals. It is developed to provide trained manpower in the applied sciences, technology and commerce. Technical knowledge and vocational skills necessary for industrial and economic development were also greatly considered in the development of the curriculum. The curriculum is also designed using the thematic approach and the provision of options in school subjects.

The new SSS curriculum structure is geared towards job creation, poverty alleviation and eradication and wealth creation. The curriculum is designed to drive the development of appropriate skills for social and economic transformation. It will provide effective support/foundation for higher education if well implemented. It is also expected that a community of Nigerian youth with trade/entrepreneurship skills will emerge. In sum, the curriculum is developed with respect for individual and cultural differences to include subjects and resources, in line with societal-needs driven content, language, teaching and assessment methodologies which facilitates challenging learning environments, that are socially and culturally appropriate, supportive and physically comfortable. Such curriculum promotes social responsibility, empathy, sensitivity and equal and nonviolent relationships that ensure more participatory teaching and learning methodologies geared towards national development and equal opportunities for citizens to participate actively in nation building. The structure of the Senior Secondary Education Curriculum (SSEC) is now designed and broken as follows:

1. Alignment of the compulsory cross cutting subjects of
   - English language
   - General Mathematics
   - Civic Education
   - Trade/Entrepreneurship Studies

2. Alignment of curriculum into four distinct fields of study as follows:
   - Senior Secondary Education (Science/Mathematics)
   - Senior Secondary Education (Humanities)
   - Senior Secondary Education (Technology)
   - Senior Secondary Education (Business)

3. Inclusion of Trade/Entrepreneurship, and Civic Education as compulsory cross cutting subjects.

4. Alignment of subject offerings from the:
   - Compulsory (cross cutting) core subjects
   - Core subjects in specialized field of study
   - Elective subjects
   - Trade/Entrepreneurship

Based on this alignment the new Senior Secondary Education Curriculum Structure therefore comprises:

a.) A group of 4 compulsory, cross-cutting subjects that must be offered by all students.

b.) Four fields of study (a group of subjects representing a
Curricular/Subject Offerings in the New Senior Secondary School Education in Nigeria

The categories of subjects as offered in the new senior secondary education curriculum (SSEC) are as follows:

**CATEGORY A - Compulsory Cross Cutting Subjects:**
1. English language
2. General Mathematics
3. Civic Education
4. One Trade/entrepreneurship studies
All students irrespective of their field of study are to take the above listed termed as compulsory cross cutting subjects.

**CATEGORY B - Core Subjects in Specialization Field of Study**
Category B is made up of four distinct fields of study as follows:
1. Humanists
   1. Nigerian Languages
   2. Literature in English
   3. Geography
   4. Government
   5. Islamic Studies
   6. History
   7. Visual Arts
   8. Music
   9. French
   10. Arabic
   11. Economics
   12. Christian Religious Studies
2. Technology
   1. Technical drawing
   2. General Metal Work

**CATEGORY C - Electives**
This category is made up of subjects chosen outside the student’s specialized field of study e.g. a science student may decide to take music as elective or any outside his core specialized area.

**CATEGORY D - Trade/Entrepreneurship Subjects**
The school is expected to choose between three (3) and five (5) trade/entrepreneurship subjects for their students from where they will chose one or two as the case may be in relation to what is obtainable in the immediate environment and by way of manpower availability.
Subject Selection for SS Students in the new Senior Secondary School Curriculum

According to the new Senior Secondary School curriculum structure senior secondary school (SS) students are supposed to select their subjects as follows:

i.) Offer all the four (4) compulsory cross-cutting core subjects in category A.

ii.) Choose two (2), three (3), four (4), or five (5) subjects from each of their preferred four fields of study in category B, depending on their potential, interest, and capability.

If they chose two (2) subjects, they can select two (2) or three (3) subjects from any other fields of studies or Trade/Entrepreneurship subjects to make a minimum of eight (8) or maximum of nine (9) subjects. Similarly, if they choose three (3) subjects they can select one (1) or two (2) subjects from any other fields but if they select four (4) subjects then they already selected the minimum of eight (8) subjects and can select one (1) more subject from any other fields of studies or Trade/Entrepreneurship subjects to make a maximum of nine (9) subjects. If students chose five (5) subjects, they have already selected a maximum of nine (9) subjects.

iii.) In all, students are to take a minimum of eight (8) subjects and a maximum of nine (9) subjects.

The Necessity/Emphasis on the Compulsory Cross Cutting (Core) Subjects

It is important to stress the emphasis laid on the core or compulsory cross cutting subjects at this point. The broad aim of education for permanent literacy and numeracy requires that individuals have sound basic knowledge of English Language as the official Language to bridge the gap between the various ethnic groups. It is the language of commerce as well as criteria for admission to higher institutions of learning in Nigeria and abroad and it is a good indication of sound literacy. Mathematics foster smooth numerical transactions in further learning in other subjects.
especially the sciences and lifelong learning and even for
transactions in the larger society. Students must develop a good
attitude towards these two subjects and avoid seeing them as
necessary evils. These two subjects can help in fostering a sound
foundation in all forms of human learning and enable one avert
unnecessary frustration as he/she progresses in the academic career.

Then the inclusion and emphasis on Civic Education is
important as it makes the youth responsible citizens and active
participants in community and governance. It will also bring a social
force that binds you to the course of an action demanded and to
imbibe a sense of duty. Civic Education paves way for the success of
democracy and philanthropy to make society as free as possible for
all. It ensures that individuals are trained to uphold and imbibe
democratic values as provided for in the National Constitution and
the Bill of Human Rights. The current waves of terrorism in the
country can also be described as a fall-out of improper or poor
education which themes in Civic Education most likely address.

The introduction and emphasis on entrepreneurship
education in Nigerian educational system also as a core or
compulsory cross cutting subject is attributable to the ever rising
rates of unemployment of the nation's youths which this system of
education proposes to curb fundamentally. Unemployment has
posed serious problems not only to the welfare of individuals but also
to that of the families. The inclusion of Entrepreneurship education
in the school curriculum ensures that each learner has a chance to
become an entrepreneur and each student is the architect of his/her
destiny so that rather than look for jobs they can create jobs and
wealth themselves when they leave school. The introduction of
entrepreneurship education in Nigerian schools will lead to a lot of
positive development within the education sector and, more
importantly, in the larger Nigerian society such as:

* Increasing the number of employable graduates in the society
* Increasing the number of small and Medium Scale Enterprise
  (SMEs) and employment
* Reducing crime rate and other social vices
* Increasing positive and constructive competitiveness

Empowerment of teachers
The students must therefore take all curricular opportunities
seriously and in good faith so as to be able to lay a good foundation
for better educational prospects. The practical work in the pre-
vocational subjects as well as class assignments should be seen as
foundation blocks hence, foundations must be made solid! Lastly, to
transit from the Junior Secondary (Upper Basic) level, students need
to pass a minimum of 7 subjects including English and Mathematics
at JSCE (BECE) to cut across the three groups.

The choice of subjects may not just base on ones' interest but
also in line with the curricular offerings and strengths of one's school
because some schools may not have all the required facilities and
personnel to offer all these wide range of subjects. Students should
get information on schools that have curricular offerings that best
suit them.

The implication of these curricular reforms is the need to
sensitize teachers, parents, students and the general public on the
new curriculum. Schools need enough guidance counselors who
would assist in the implementation of the broadened curriculum by
providing necessary counseling and guidance to schools students,
and parents especially in the area of choice of subjects, field of study
and the trade/entrepreneurship subjects a school could present to
their students, relevance of entrepreneurship subject related to the
students' field of study.

Teacher-Student Relationship
As students leave their home environment for Secondary
Schools it is worthwhile to intimate them on how to relate with their
teachers. Teachers should be seen as surrogate parents or 'in loco
parentis' with a legal responsibility to look after the students. It is
wrong to run away from the teachers even if they are the opposite
sex. As rightly observed by Ifelunni, (2003) if we are close to our
teachers the nearness will challenge us to work very hard to maintain
high performance so that we can gain respect from them. Seeing
teachers as strangers may make them unnecessarily afraid of them
which will inhibit their performance and prospects in their subject
contemporaries. Be warned early in your life not to be a victim. Good use of time will keep students reasonably out of trouble, such as late coming to school functions like classes, assembly, meals and the punishment associated with such conduct.

Exercise
1. What aspect of your life do you need guidance and counselling in the secondary school?
2. What is orientation?
3. Why must students do well in English language and Mathematics?
4. Justify the need for a good time plan and use for secondary school students.

CHAPTER TWO

Formation of Study habits

Study habits are the attitudes, behaviours and styles the learner adopts in the process of learning. Study habit counselling deals with how students are helped in the study process to take note even during lessons and develop both reading and writing skills. It thus aims at laying a good foundation for the student by making him develop the main life skills that will guarantee his smooth progression from one level of education to the other. Under this chapter we shall look at the following aspects of study habits:

* Listening skills
* Note taking skills
* Use of textbooks
* Developing reading comprehension
* Use of the Library
* Developing self expression
* Developing skills for continuous writing
* Use of private study groups and time table

Listening Skills

Listening is a process whereby the brain reconstructs the electrochemical impulses received into a representation of the original sound before giving meaning to it. It differs from hearing which has to do with just transmitting sound waves to the brain in a very natural and automatic way provided the apparatus is not faulty. Listening involves four stages of hearing, attending, understanding and remembering. By hearing you can attend to the demands of the massage which when transmitted well generates appropriate understanding that gives it a quality to be remembered later on. Listening is one of the most vital skills in the teaching-learning process along with the reading and writing skills. However it can be a really difficult task due to the pressure of learning instructions, the physiological disabilities, psychological and external distractions as well as false assumptions about the message.
The student must make conscious effort to develop his listening capacity and attention span in order to benefit fully from his teacher. How then can you develop such listening skills?

Developing a good listening skill involves being active in a communication and attending to non-verbal cues of the teacher or speaker. In the teaching/learning process if students listen to the teacher and actively watch him/her talk and gesticulate they can encode a lot of what he says, the way he twists his lips in certain peculiar terms can impart some sense. It can give a wholesome learning experience. Watching the teacher as he teaches can reawaken a student's waning interest and be a real good source of inspiration and motivation. Students should not yield to the temptation of dull passive listening.

The following are measures of developing a sound listening culture.

i. Hearing and watching carefully and avoiding interruptions from side noise.

ii. Asking questions for clarification when room is given for such and never assuming you understand if you don't.

iii. Paying attention to the details as questions asked are been explained or answered.

iv. Trying to reconcile the verbal content (i.e. what is said) and the non-verbal content (i.e. gestures/body language) to come along with the teacher or speaker.

v. Being transported into the teacher's world or frame of reference to come along and make listening a more thrilling experience.

vi. Noting the salient points from what is being said and

vii. Maintaining eye contact, i.e. looking at the teacher/speaker as you listen.

Listening is very fundamental in the information exchange process of teaching and learning. Every student must develop it well from the beginning to have a smooth and rewarding educational experience.

Note Taking Skills

Note taking is a very important aspect of school generally. It is a student's testimony of well attended lessons and study material covered. In looking at the teacher's notes and self formulated notes it is hoped that students with deficient note taking skills will be challenged to develop better noting skills.

Teachers' Notes

Teachers' notes are prepared and given by teachers through direct copying on the board or dictation. Made from a combination of textbooks such notes are a searchlight to further reading of recommended textbooks get to a comprehensive view. Students should ensure they get first hand notes from the teacher as he copies to avoid copying distorted notes from some careless classmates. If students must borrow notes from other classmates to copy then they must dare to be selective. This is because the evil of reading poorly written and distorted notes will prove far worse than the trouble of getting a careful writer or copying from the teacher's original copy.

You should form a habit of reading as you copy your notes so that you can immediately notice anomalies and correct them right away before proceeding. Moreover such practice will enable you to learn along as you copy.

Never copy notes when you are feeling dizzy or sleepy as you may be prone to making mistakes. Students should also avoid engaging in discussions as they copy notes. You can make use of underlines or red ink to highlight the salient points and sub-headings of notes. Students should ensure they keep clean, well organized and comprehensive notes protected in locked desks from careless and unserious minded students. They must value their notes very well since they are a testimony of teachers' work that serve a useful guide on examination areas and for private study.

Self Formulated Notes

Apart from teachers' notes, students still need to develop note taking skills. This is so because notes developed in one's own words and illustrations are easier to understand and recall. In making
Guidance And Counselling For Secondary School Students

In summary, good note taking skills require active listening in lessons as well as a good attention span during private study.

Use of textbooks
Every student is expected to come to the secondary school with a bulk of recommended textbooks. Some teachers may use only their own notes during lessons such that a lot of students have no orientation on the use of their textbooks since they are not used in the classroom during lessons. Nevertheless this should not underscore the use of textbooks in the overall learning process. The student must learn to use their textbooks in their private study to extend their understanding and consolidate the ideas contained in the teachers’ notes. Textbooks are indispensable tools in the educational process. While reading widely is not bad it is advisable to make adequate use of the recommended textbooks which are meant for your level with appropriate language use, illustrations and information.

To begin reading from a textbook one should start by attempting to first check the topic and grasp the layman’s meaning of the topic. Then scan through the entire book/chapter noting the subtopics meditatively. Reading through each paragraph to summarize the subtopics of interest in a jotter or as footnotes is also very important. In a bit by bit fashion, students can attempt to practice simple, memory – recall till they are able to cover the entire topic, attempting to take in chunks at a time maybe fruitless and frustrating. In any case students can gradually increase their reading speed.

In using mathematics and science text books, the students should note that some of them have quantitative values expressed in tables, formula and theories for use in calculations. The students must endeavor to pay attention and get familiar with these variables by practicing them in his workbook to master their usage. In calculations, they should try to develop their brain by doing simple numeric calculations manually and only using calculators when the work gets really cumbersome.

To read and assimilate drawings, graphs and other diagrams in textbooks, students need a measuring rule. Using the ruler draw a rectangle to cover the entire material under study then divide the
rectangle into smaller ones and number the lines on both x and y axis. They can then transfer these dimensions to their work or drawing books and then transfer the material in bits as seen in each portion. Practicing like this from the information provided in your textbook will enable you to master the sketching and drawing of such diagrams even without such rectangle. You must however remember to use only pencils to be erased at will.

Other alternative ways of using textbooks

Students can use the survey method whereby:

- they first read the preface to catch the authors aim
- Scan the table of contents for a choice of topic.
- Check chapter or topic summaries.
- Illustrations given in the book like graphs, diagrams, tables and maps can be used as search light.
- Within the body of the text the student can use the SQ3R method which involves these steps:-
  i. S - Surveying the entire material initially by reading quickly to get a general overview of the topic.
  ii. Q - Questioning self based on the survey to guide subsequent reading towards major details.
  iii. 1st R - Reading here is geared towards getting attention on important terms and ideas.
  iv. 2nd R - Reciting what has been read to bring out answers to questions asked. This can be made loudly, silently or written down in your words.
  v. 3rd R - Reviewing the read material to clear doubts on difficult terms and concepts.

Improving reading comprehension

To improve reading comprehension students must practice frequent and systematic reading. Reading and punctuating with side comments or listening to others conversation cannot develop but rather mar one's comprehension of the learnt material. Cramming notes and text overnight as well as staying awake all night in the name of reading are bad habits that may not improve reading comprehension. Reading without adequate comprehension is a worthless effort. Students must therefore improve their reading comprehension by using these strategies.

- Practicing new variety of reading skills daily to ginger their interest and curiosity.
- Reading a wide variety of articles, (not just sticking to your school work). Like novels, stories, magazines or newspapers to promote your current affairs and modern use of English in different literary works. Students should however avoid reading phonographic materials which might dampen their reading appetites for good literature.
- In each material/book students should articulate the authors' central hold and attempt to write alternative topic or title.
- Note new words and expressions to find out their meanings then go ahead and adopt them immediately in language use (spoken and written). By doing this students can consciously develop new vocabulary which will facilitate the understanding of subsequent reading tasks.

Use of other learning materials

Apart from textbooks and notebooks there are other learning materials, whose use most students undermine. Different subjects have different materials peculiar to the teaching and learning of such subjects, for example drawing board, inks and brushes for Fine Art and Technical drawing, log tables and calculators for mathematics and sciences while needles and thread as well as cooking utensils for Home Economics. How can we use the dictionary and a mathematical set to facilitate learning?

The use of the dictionary in the learning process

The dictionary is one of the vital possessions of serious minded students. It is a 'must have' and 'must use' book of reference especially for the foundation level students. The English dictionary in particular assists you in learning of English Language and other subjects. It enhances proficiency in the language skills of writing and self expression. In using the English dictionary there are guide notes
provided by the author on abbreviations and general use. The
common abbreviations as contained in the Oxford Advanced Learner's Dictionary include:

- n = noun
- un = uncountable noun
- n.pl = noun plural
- pl = plural
- adj = adjective
- conj = conjunction
- int = interjection
- abbr = abbreviation
- v = verb
- pron = pronoun
- prep = preposition etc.

Pronunciation guide is also given while some editions have guided comprehension and learning on writing skills. The dictionary is therefore used for many purposes such as

- finding the meaning of words
- finding the correct spellings of words
- finding the word tense and class or classification of the word

The practice by many students of just using the dictionary for word meaning is deficient.

Arrangement of words in the dictionary is strictly in alphabetical order so, to find a word therein you should start by looking out for the first letter of the word followed by the second, third --- till you are able to locate it. For example to find the word “habit” look out for and locate the alphabet h followed by Ha then Hab etc until you are able to look it up. On finding it, note the word class; whether noun, pronoun, adverb, adjective, verb, prepositions, then check the pronunciation given before reading the meaning. These pieces of information will actually make learning very exciting and fulfilling. Meanings of words can be written in abridged form as footnotes in your note books or text books in pencils. But this should be with only personal books.

The compact discs (CD) plates accompanying some modern editions of the dictionary can be used to install such dictionary in personal computers.

Use of Mathematical Sets

Most students undermine the use of the mathematical sets because after buying them in Junior Secondary School one as a compulsory requirement for registration they never use it meaningfully. It is not a good practice at all. A mathematical set is needed all through secondary school for both class work and other related subjects as well as for examinations. It contains a calibrated ruler, a protractor, setsquare or triangle, compass and dividers as well as a manual on mathematical symbols, rules and instruments. It is good to take out time to study the information on the manual, so that you can use and protect it well. This will give you sound mathematical base as well as keeping you organized and focused on your work.

Use of the Library

The Library is a building in the school containing books on various subjects for both private study and research as well as for lending to readers (teachers and students). The axiom that no one is an island is relevant in matters of books and academics generally, because no one can have all the books that he/she needs at any point in time; hence the necessity for school libraries. The library has a lot of books and electronic materials on diverse subjects and courses to cater for a wide dimension of readership. Apart from the school libraries both the local government and state governments also operate libraries. Librarians are in charge of collecting, cataloguing and arranging books in subjects' series on shelves for easy access. To qualify to read and borrow a book from the library a student must register and be issued with library I.D and borrowing cards. In modern well managed libraries books can be accessed through use of either the subject or author index arranged in drawers alphabetically. After locating the index card of the book you want the Librarian can assist you locate it more quickly especially in large libraries.
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When and how to read in the library

Students can read in the library during school hours when they have free periods or when an elective lesson in which they are not involved is holding in their class and they have no place to sit and read before the next lesson. They can also use the library during preps and private study periods. But students must note that the library is a quite zone for only noiseless transactions so they must not hold group studies or discussion there. They should never mutilate or mal-handle library books to avoid sanctions. Instead, they should develop a good culture of placing high value on books be it personal or borrowed from the library. Depending on prevailing library regulations, readers may not have to return books to shelves but leave them on the reading table when they finish reading. Of course students must not carry out any library book without the due process of borrowing.

Developing self expression

As children proceed to the secondary school, some of them have poor social skills to cope with life; some are shy, withdrawn and unsure of their ability. They feel easily intimidated by the more exposed and outgoing ones such that they hardly volunteer to participate in class activities. These children suffer from an inhibiting low self concept. They silently admire and wish they were as good as and those other children that volunteer to recite and participate actively in class and in other social activities, such children have problems with self expression because they may know what to say but lack the courage to volunteer to say it. No matter how brilliant you might be you must develop the social skill of proper self expression to be able to benefit fully from the school and other social encounters. This self expression is what Adedife (2004) term as assertive behaviors or assertiveness. Assertiveness is a combination of appropriate timely verbal and non verbal behavior which is exhibited in an interpersonal encounter. Assertive behavior therefore is defined as the proper expression of any emotion other than anxiety towards another person.

Proper self expression includes negative or opposition statement or behavior as well as positive and affectionate behavior. An assertive person is a self-expressive and self-enhancing person. Such people are trained to cut out the self inhibiting fear that undermines one's power to express himself well. You should not hold on to self fear and claim you are naturally shy. No!

Hints on developing self expression

To develop sound self expression students must overcome shyness and low-self concept and fear. The school counsellor can help through modeling, role playing and other therapeutic measures but the individual must realize the need for this intervention. Try also to aim at expressing yourself honestly and spontaneously in a manner that is right. See the worth in what you do and develop good virtues, respect, obedience, good studentship etc.

The following hints can be practiced to develop proper self expression

1. Use of eye contact- this is looking people direct in the eye when you are speaking with them. It is a show of sincerity and openness which gives you strength and control of your audience. Don't be intimidated by cultural inhibitions, no one will take you to task if you are sure of yourself.

2. Congruent body posture- the way you carry your body is an added expression of your words, so use it well. It is advisable to maintain an erect position (be it standing or sitting) as you express yourself. A drooping posture reduces the credence of your expression.

3. Adequate facial expression- When expressing yourself let your facial expression agree with your verbal massage e.g. smiling at someone you agree or are pleased with.

4. Voice tone and speech content- A well modulated conversational statement is quite convincing without being intimidating unlike a yell or whisper. The content of what you say should also convey in right diction appropriate thoughts and feelings to leave none in doubt and to avoid putting yourself on the defensive.
Developing Skills for continuous Writing

Writing is an important language art that equips an individual to express himself in a literate essay; it is the medium of interaction in all educational matters. Teachers write for students to read and write and then study. When exams come they write out questions for students to respond to and it is only through what you write that you can convince the teacher enough on how much you have attained through learning. So it is virtually impossible to progress through school if one does not master the rudiments of written work. Even if you can read eloquently and speak well, if the writing skill is left underdeveloped you will experience problems. Combined with reading, writing makes the fundamental literacy skill that is even requisite to computer literacy. How then can one develop the writing skill?

Writing can take the form of writing answers to examination questions and in continuous form like essay writing, report and speech writing. In continuous writing therefore the individual is concerned about these things:
- The purpose - why he is writing
- The reader - who is to read it
- The content or message - what is written about
- The code - the language use or diction.

To write well, you need to organize your ideas and

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5. Proper timing - Express your likes and dislikes spontaneously though thoughtfully as hesitation may reduce the direct effect in asserting yourself and getting you misunderstood. This is very relevant in (teenage) friendship and dating matters. It challenges you to think fast in all situations.

The quality of good self expression portrays you in good light just as it enables you to develop all your other capacities be it intellectual, social and physical. True is the saying that "the world gives way to those who know where they are going". The world (your parents, teachers and peers) gives you the mandate if you develop and demonstrate through self expression that you know where you want to go.

Use of private study groups/timetable

In choosing who to study with a good student must learn to befriend a professor, this means forming study groups with serious minded and intelligent students. This will help you to benefit from them and especially that they will not influence you negatively. It is true that iron sharpens iron. As such, the serious and intelligent students will typically make you serious minded in your studies and in the way you use your study time. In making a study timetable, you have to first of all list all your subjects and rate them according to the order of understanding and difficulty index, as very difficult (VD), with rating of 4, difficult (D) rated 3, easy (E) with 2 and very easy (VE) rated as 1. An example is in figure 2.
CHAPTER THREE

Examinations

In simple terms, examinations are the means of measuring learning outcomes. After learning a given content, examinations will ascertain how much you have achieved what and what. In a more embracing way examination is defined as the means by which we measure educational standards to ascertain how capable or eligible individuals are in different subjects or courses studied (Tornbi, 1997). Result of examinations attest to the validity of and proficiency of people who have undergone some form of programmes. Examinations occupy commanding positions in education and other goal directed sectors such that all institutions administer one sort of examinations or another for different reasons. The general function of these examinations include as follows:

1. Forecasting or predicting an individual’s potential ability to cope in a future task. This is the attribute of all entrance examinations also termed as aptitude tests whose function is to predict the capability of an individual to face and progress in a new task, school or course of study. Examples of aptitude tests are common entrance into secondary school and University matriculation examinations (UME) given by Joint Admissions and Matriculation Board (JAMB) to prospective candidates into poly/monotechnics, colleges of education and universities.

2. Selection and placement of students in classes and streams that are congruent with their level of attainment and abilities. These types of examinations have achievement attributes that help in manpower development.

3. Examinations are also useful in classifying individuals with special educational needs like the exceptional and mentally retarded persons. This attribute help the individual and career masters/mistresses to make informed and realistic career decision.

4. Examinations also play the role of identifying students’
problems and weaknesses for necessary counselling intervention and remediation.

Due to the central role of examinations, the Federal Ministry of Education proposed to make them wholesome with systematic and continuous attribute instead of a one-shot style of examination. This system makes evaluation an integral part of the teaching/learning process with continuous assessment coming in form of class tests, assignments as well as class work and group projects, while the exam comes up at the end of the term or programme.

Continuous Assessment (C.A)

Continuous Assessment (C.A) is a systematic method of evaluating or examining the progress and achievement of students in schools. C.A is a method of assessment whereby the final grading of a student takes into account their entire performance during a given period, term or session. It therefore avails the students a number of varied opportunities to test their performance on content achieved during the period. By virtue of these attributes C.A helps the students to develop to their fullest potentials through timely adjustments as necessitated by the results of such assessments.

In the secondary school a total of six Continuous Assessments each carrying 5 marks is given for each term. This makes up to 30% of the entire mark while the main examination takes 70% for each subject. The six C.A’s have 3 class tests and 3 class assignments or work. Such C.A’s are supposed to spread across the learning content and period to ensure that for each content covered students’ understanding is tested in a comprehensive and systematic way.

While reducing the anxiety that characterizes one-shot examinations the C.A system implies that students should do away with the vice of procrastination by reading each topic as they are treated by the teacher instead of piling them till end of term examinations. To benefit from the C.A system the student must participate actively during lessons and class work and do assignments promptly.

Class work/Assignments

Continuous Assessment can come in the form of class work whereby the teacher engages students in on the spot evaluation using class room exercise based on what has just been taught. Class work can also take the form of experiments in laboratories given by the teacher as in the pre-vocational and vocational subjects like creative Arts practical Agriculture, Home economics/food and Nutrition as well as introductory technology/technical Drawing, Physics, Chemistry and Biology. These practical work/experiments assess how much of the learning content a student has covered.

Class work can also come in form of group work and the recent innovation on STUMEC (student tutoring, mentoring and counselling) whereby student are used and guided to promote peer education. Apart from making learning interestingly concrete these methods makes for increased participation of the students in the learning process.

Assignments are often given as home work to be done by students following additional reading from other textbooks. Doing assignments does not just involve coping the teachers notes even if the answers are there clearly outlined. It requires the student to study and compare different textbooks that treat the same subject or topic so that you can get a broad understanding before answering such questions. Sticking to just notes or the recommended textbook may give only a myopic view on what you are required to do. Reading other versions can simplify the assignment and open new grounds on topics you find difficult. The school library resources can give access to various versions of textbooks.

An assignment or home work challenges the students to go beyond classroom frontiers on a fact finding mission, students should make the best use of each assignment by reading the textbook and using it as a guide to private study. Students should note that all these evaluation measures culminate to determine one’s final grade in the examination.
Examination Techniques

The techniques used in writing examinations border on the skills for preparation as well as the skills used in the course of writing the examination.

Examination Preparation Techniques

Preparation for examinations is a very crucial aspect of examination success, because proper preparation prevents poor performance. Here are the techniques students should adopt in preparing for examinations.

1. Early and regular study directed towards covering prescribed content. In studying you must have the needed study materials, books, tools and others to facilitate your study. There is need to also operate a time plan to cover the year's work, term or week's work schedule. Such time plan will keep one in check and avoid unnecessary distractions. Such plan will also keep the student focused as he/she prepares for scheduled tests and carry out assignments.

2. Organizing study through use of study time table. This does not just involve time plan only but also organizing your personal effects in such a way as to avoid unnecessary waste of time in search of them when you need them for your work. For example you need a dictionary, mathematical sets, other learning materials and uniforms should be kept where they can easily be accessed on need. While sharing time on other social and recreational chores, students should strive to adhere to their study plan.

3. For fruitful study students should try to be disciplined, diligent and humble as this will give them a good sense of duty and a stable work habit.

4. Seeking for help when the need arises. Students should not assume they can get over difficult problems nor overlook them because such unresolved hitches may be a source of problem during your examinations. They can always meet the school guidance counsellors and teachers for help.

5. Making use of good study groups. Apart from sharing ideas from other members students can benefit immensely by teaching others what they have studied. This is because it is an established fact that when you study and teach others you will enhance your memory and further learning. In joining a study group, strive to “befriend a professor” by forming a group with only brilliant and well motivated students who will challenge and encourage you. Students should also try to avoid only picking members of the opposite sex for study partners to avoid wondering thoughts in the course of your study.

6. Making use of past question papers to not only get acquainted with the demands of each exam but also to be guided in your study. In using past questions, attempt should be made to answer them in writing instead of answering them verbally. Examinations are written not verbal so writing down answers is better and a surer way that you have learnt to answer such questions. This attempt will reduce the shock of meeting questions anew in an examination situation and it will train the whole system; your brain, fingers, reasoning, encoding and decoding system towards the oncoming task. Do not leave difficult questions unanswered as they will be a source of harassment during examination. Rather get help from your teachers to answer them at the right time before exam comes.

7. Taking an up-to-date note of examination time tables and never missing revision lessons. This requires that you continue to check the notice board for any changes to avoid being left out. Remember also that revision lessons are serious business when the teacher may easily give away areas of concentration in the examination.

8. Making health checks before examination commences. The rigours of preparing for and writing examination can really overwhelm a student, so to be on the safe side students should ensure they get medical checkups and follow up treatment prior to major examinations. They should also ensure health friendly practices by avoiding sleepless nights and use of drugs like cola and coffee. Always have good sleep and...
feeding. Good feeding entails good nutritional habits as discussed in chapter four.

Success Tips on Writing Examinations

After preparing well the following tips will help in writing examinations successfully.

1. Eat well before going for the exam to avoid hunger pangs distracting your attention. Eat good quality food but avoid either overeating or too heavy food which will make you dull during the examination. See a number of brain or intelligence-boosting diets discussed in the next chapter. Ensure you empty your bowels too before entering the exam hall.

2. Arrive early at the venue of the examination (10-30 minutes earlier). This will make you psychologically more composed to answer the exam questions. Lateness will create confusion for you from the on-set. Never undermine any exam you are going to write by being nonchalant towards it.

3. Bring along all material needed for the examination including a spare pen, pencil, mathematical set and a four figure table or calculator as the need may be.

4. Say a minute’s prayer for Gods guidance and inspirational support. Considering the commanding position of examinations in the life of a student it is thoughtful to tap from the higher power of God in such prayers, but avoid long prayers at this time.

5. Take note of both written and verbal instructions like compulsory questions, number of questions to answer and time allocated for the examination. Budget time for each question and adhere to it to ensure fair attention to all the questions. Avoid the temptation to spend too much time on one question to the detriment of some others since you will not get more marks than is due to such questions, but rather lose the marks for questions you couldn’t attempt because of poor time use. Flouting instructions will make you lose marks.

6. In selecting questions to answer ensure you start with the one you consider easiest before proceeding to more difficult ones. This will enable you gain left over time from simple questions for the difficult ones and it will give the examiner a resounding first impression. Such impression may influence him to score you better even when he comes to your difficult/weaker questions.

7. Before answering each question, try to sketch out as rough work the salient points of the question or answer to guide you. This can be done on the answer script and crossed out neatly afterwards but avoid writing on the question paper to avoid suspicion from the invigilator or supervisor. Sketching out points will enable you arrange your facts and let them flow when you begin writing.

8. Be simple, straight forward and direct to the point without unnecessary waste of time on irrelevant details. In doing this you should note that different question formats require different approaches ranging from multiple choices to the variation of essay type questions and practical questions. Here are some examples,

   Define - requires you to present the meaning of the term or concept in a formalized way including example.

   Enumerate - means to name or list certain point separately.

   Discuss - to describe an event or phenomenon by giving all aspects involved.

   Describe - requires you to present a detailed and accurate picture of an event or phenomenon.

   Analyze - means describe by highlighting the main ideals and their relationships, assumptions and significances.

   Compare - you are required to show the similarities and differences.

   Contrast - you are required to highlight differences between concepts

   Justify - require to present the established basis for a particular event or phenomenon with evidence why you think it is so.

Mini essay or short answer questions are used to test your ability to recall and think logically and concisely e.g. - name
and explain four language skills.

- write short notes on; analyze, define, discuss and justify.

In multiple choice or objective tests you must take time to read the question and options carefully before choosing. This is because the options are assembled with some distraction index to confuse you and to test your ability to think critically.

For practical examination you are required to identify specimens, perform experiments or some other psychomotor skills which you require previous practice and preparation for. It is therefore important to take note of the examination you are going in for so that you can prepare your skills towards it.

Examination Malpractice

Examination malpractice literally means any wrong or contrary examination practice. More formally put examination malpractice is seen as an act of omission or commission that alters or tempers with the validity or reliability and integrity of any examination. In the preceding section we dwelt on the right practices that students should indulge in to attain success in all examinations. Such examination practices are ethic compliant because they are based on the respect for rules and regulations, expectations, codes of conducts as well as moral principles that govern all examinations in all sectors of human endeavor. Abiding by these ethical principles in all examinations will pave way for your progression and sustainable success in school and later career life. On the other hand malpractice or wrong practices involving examinations may damage one’s innate potential to self actualize. It may likely put the victim under perpetual deceit as one exam malpractice will propel you towards another so that one unconsciously abandons the zeal to study hard and develop problem solving skills. Exam malpractice gives one an attitude of 'learned helplessness' which makes you believe you can’t do anything right on your own. It makes you a mediocre in the midst of wide opportunities to really excel.

Examination malpractice has continued to spread its wings to unimaginable dimensions and with many ugly faces, some of which are highlighted here because staying out of trouble requires that as a first step you are made clear on the faces of such trouble.

a. The teachers who are surrogate parents to their students may fail both ways in their responsibility of inculcating sound educational values and knowledge of their subjects. Some of them fail to teach their lessons but prefer to help students to cheat rather than help them learn usefully. Some of them have nothing upstairs to deliver due to their malpractice background. The easy outlet for such teachers is to deliberately aid and abet mal-practices during crucial examinations like common entrance, JSCE, JAMB, NECO etc while some mischievously compute students C.A falsely to favour their poorly tutored students so as to cover up their shameful act. Some teachers even indulge in mass promotion (let my people go syndrome) or mass admission with no recourse to standard, such wrong practices misinform some students so that instead of stepping up to higher standards to compare with their counterparts elsewhere they are made comfortable with mediocre roles or substandard studentship, how absurd!!! No wonder then that some candidates having graduated from the University cannot write application letters nor complete application forms because the teacher who helped them cheat and pass 'his' English language subject is no longer there to help them out. Students should say no to this injustice to their educational career. You have the right to sound education, you have the right to be taught rightly not cheated. True is the saying that it’s better to teach a child to catch fish himself instead of giving him fish so that the child can use his skills to get more fish and of course, develop himself. Students have the potential to learn and pass without cheating at examinations.

b. Some students themselves choose this rather dishonoured route to success as they feel too inferior to partake in an examination based on the subject or course content they have been taught so they copy from others or hire mercenaries to write for them. Such students get cheated threefold as they lose money for fees paid, hiring mercenary as well as the
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knowledge and experience of writing examinations. The joy of accomplishments also eludes them because little do they know they could be better than such people they hire or copy from if they prepare well for their examinations. Some students bring in materials like micro-chips, copious notes, scribble on handkerchiefs, shirts, slips and even the notes just to give them a push through the examinations. They are so overwhelmed, not knowing that it is possible to arrange and encode all these materials on their brain ten times over if they study and revise well. Some students even assault and intimidate the examiners just to ensure they get away with their cheating behaviours but at the end they are the ones who suffer the loss.

Some students better still use sexual gratification while others use their association with cultists to intimidate and cough out marks from their teachers. Little do they know that all about examinations is not just about getting marks but certifying proficiency to be conferred on examinees. Beware that there are other ways of attesting such proficiency in later career life. Therefore, it is better to look beyond mere marks. Just as students have a right to sound education so they also have a responsibility to learn and acquire success legitimately.

Other agents involved in this menace are the parents and in short the society. Some parents have failed in their roles as parents with the responsibility of inculcating good values into their children. Some of them are criminally over interested and over ambitious in their children's success so that they go to ridiculous extent to buy success for their children. Oh so bad! No wonder such children come back home after school to ruin their parents' age long family businesses and cannot represent their parents well. They have not been allowed to develop well and so they cannot deliver. Buying admission marks for wards and paying cheating fees rather than encouraging them to study hard and paying them through school is not a viable way of helping children attain great success in life.

The inappropriate values society has continued to hold tenaciously like quota system, god-fatherism, undue emphasis on paper qualification, poor political and economic values have done a lot of evil to the examination of the education sub-sector. In any case no matter what these other group might play in perpetrating examination malpractice, the child is at the center of it all. Therefore the student as an individual can help in no small measure, by taking on good studentship virtues. Here are some of the reasons why the student must stop this canker worm from doing further damage.

1. As a malpractice product you will be a disaster to your generation as in the case of being a fake professor of your profession; fake doctor, fake poor teacher, fake lawyer! Etc. and as such you may never ascend the pinnacle of your profession/career. How sad.

2. With malpractice results, you may never be able to defend yourself in the post UME oral or screening test nor your certificate when you leave school.

3. You may face expulsion from school or risk your paper being cancelled or withheld by examination bodies.

4. Psychological studies have discovered that indulging in examination malpractice may make your brain conditioned to cheating such that it will reject the normal learning process. So why not spare yourself the agonies of living in bondage by locking up your intelligence and progress for what is sub-standard. Be a great promise of possibility to your generation and don’t allow examination malpractice to stifle your great potentials into nothingness. Here is an inspirational song to always inspire you.

I am a promise, I am a possibility...
promise with a capital 'P'
I am a great big bundle of potentiality...
Oh! I am learning to hear God’s voice
And I am trying to make the right choice
I am a great big bundle of potentiality.
The song has remained a boundless source of inspiration to many young people and I’m sure it can inspire you too if you assimilate it in all simplicity. You are a GREAT BIG BUNDLE OF POTENTIALITY! - If in the silent struggle of life you listen to God’s own voice you will make the right choice that will prosper you. The brain is the model for the present day wonder device, “the computer” so students do not need to undermine their potentials with examination malpractice.

**School Certificate Examinations**

Apart from the periodic examinations held in our secondary schools termly there are other examinations conducted by external examination bodies. The terminal and sessional examinations are meant to give continuous assessment to the students, they also keep both students and teachers in check as they draw towards the ultimate certificate examination. These examinations include:

2. Mock senior secondary school certificate examination (MOCKSSCE)
3. West African senior secondary school certificate examination (WASSCE)

Programmed to hold at different stages in the course of secondary education these examinations also utilize the national continuous assessment system where 30% is taken from school internally generated assessment scores while 70% is based on the actual examination (practical, theory and objectives).

**The Basic Education Certificate Examination (BECE)**

Based on the content taught from upper basic 1-3 in a combination of 10 subjects, the BECE is the terminus of the basic education. The federal and state examination boards are responsible for BECE and MOCKSSCE for federal unity schools and state owned schools respectively. The BECE is based on the national curriculum and syllabus and is used in placement of the young persons into the appropriate wing of secondary school. The result of secondary school is supposed to project occupational preferences. When well administered, these examinations will usher students with technical, academic and commercial aptitudes and preferences into relevant schools and streams of senior secondary.

**MOCK Senior Secondary Certificate Examination (MOCKSSCE)**

The MOCKSSCE just as the name implies is an examination that is similar to but just a trial of the ultimate senior school certificate examination (SSCE). Conducted by the end of SS2, the MOCKSSCE is used by the ministry of education as one of the requirements for registering candidates for SSCE. It acquaints the prospective candidates with the real task of a certificate examination and also sensitizes the candidates on the standards they should aspire to.

Some students tend to take the MOCKSSCE for granted by thinking that it is not a formal certificate examination used for anything worthwhile. Despite this, others still cheat at this examination so assiduously as if they are caught between life and death. Either way is unwarranted deceit since the essence of MOCKSSCE will elude them. In any case the MOCKSSCE is also meant to ascertain the extent of coverage in the SSCE syllabus preparatory to the final examination to make way for necessary adjustments by both the teacher and the students.

**The Senior School Certificate Examination (WASSCE AND NECO)**

The Senior School Certificate Examination (SSCE) is based on the aim provided in the national policy on education to prepare the individual in the secondary school for both useful living in society and higher education. The senior school certificate examination is the set machinery for assessing the attainment of these noble objectives.
Preparation for useful living in the society

The objective points towards the inculcation of life skills that facilitate a wholesome living in the larger society. These are life skills that border on basic literacy and numeracy. Whereas literacy dwells on acquisition of communication skills of reading, writing and listening in the common languages of communication (English and French in francophone countries), numeracy entails developing the ability to do basic mathematical tasks in life situations, this is because for one to survive in a modern world a lot of what you will be doing in school and outside the school will border so much on reading, writing and listening to some sorts as well as using numbers to interpret and assimilate some information requiring basic mathematics. This therefore is the rationale for the mandatory credit passes required at the SSCE level in both English language and mathematics. Acquiring proficiency in them can prepare one for life in the larger society and for life-long education. For example you can write correspondences like applications for work later in life, as well as writing formal reports and handling numerical assignments. Students must know that no other educational level will be charged with this foundational responsibility to inculcate these skills so if they don't acquire them at this level then it may not be easy to acquire them later in life.

Preparation for higher education

All forms of human learning are structured to come in stages beginning from the simple to the complex. As simple as the beginning may be it lays foundation for the future more complex learning task. But once the learning at such stages are dislocated, to accomplish learning task at later level becomes seemingly difficult. The Secondary school lays foundation for higher education. The results of WASSCE and NECOSSCE are therefore useful in giving clue to the level of foundational attainment of the individual. They pave way for opportunities for higher education. Moreover the rigours and stress of legitimately sitting for and passing these examinations require the virtues of discipline, hard work, dedication and diligence which are primary ingredients for sustaining one in higher education. The ultimate in examination is to enable one to know their strengths and weaknesses so that they can choose to be in the right course of study, progress comfortably without undue stress and to be at their very best.

Exercise
1. Why do we have to write examinations?
2. List the type of examinations held in your school.
3. State 8 techniques you can use in writing examinations.
4. What are the evils of examinations malpractice?
5. State two aims of secondary education.
CHAPTER FOUR

Health and Physical Education

The human body requires multidimensional development covering the mental, intellectual, social as well as physical faculties of the individual. In this chapter we are going to look at how physical and health development practices can facilitate or complement the development of other aspects of your body.

Personal Hygiene

Hygiene is a principle of health which involves the practice of keeping yourself and the things around you clean in order to prevent illness and diseases. Personal Hygiene requires simple precautions like washing your hands often whenever they are dirty and before touching or preparing food and even eating. You must also remember to wash your hands after toilet and as often as possible.

The whole body must be kept clean by regular bath, this will also improve the muscle tone of the skin and hair and it will also keep the genital orifices clean always. Delicate parts of the body like the nose and the ears should only be cleaned with clean soft cotton swab. Any unusual discharge from these parts should be reported to the doctor or guardians without delay. The nails should be kept clean and short especially in school to keep out of trouble. Such habits will help you to build good principles of hygiene. The toe nails and feet must also be kept clean and well groomed. Students should always use well fitting and comfortable shoes and school sandals as well as good socks or stockings.

Physical and sport development

From time immemorial man has engaged in physical activities for the sake of survival, belongingness needs and for recreational purposes. These activities have therefore become the culture of man. For example even children have a natural urge to play and so they indulge in activities interesting to them; children who do not participate in play and rigorous movements usually become feeble and fragile. These activities facilitate a rich physical development that makes an individual mentally, physically, emotionally and socially fit instead of being fragile. Physical activities are also termed as exercises and sporting activities which are done for enjoyment, entertainment and satisfaction during leisure periods as recreational activities.

It is important for young people to understand the major benefits of daily exercise. While everyone cannot be athletic champions almost everyone needs to improve his or her heart rate, lungs and muscles. As a teenager it's worthwhile to join school athletic teams or at least exercise independently after school, you may walk to school instead of a ride.

Importance of physical exercise and sports

The gains of physical exercise and sporting activities include;

i. They reduce tension built as a result of work and other problems; as people have fun and excitement they may dispel anger, sadness and frustration.

ii. Regular exercise helps to maintain both mental and physical fitness and to increase endurance, strength and agility that is needed for school work. It is fun to intersect mental exertion of academic work.

iii. Exercise improves metabolic rates in functions like cardiac output and breathing capacity. It enables the heart and circulatory system to move blood to active regions of the body to make them more efficient. It also improves the work of the lungs by increasing their ability to expand more freely, take in more air and utilize a greater proportion of the oxygen in the inhaled air. It also burns up excess calories through improved digestion and bowel movement to prevent obesity.

iv. Exercise helps to tone and develop muscles especially in the period of rapid physical growth of adolescence. While regular exercise enables the muscle to grow in size and strength if not adequately exercised, it causes some organs to atrophy or shrink in size.
v. Physical exercise brings about aerobic workouts as there is increase in heart activity and oxygen consumption. Exercise makes you feel, look and think better and these are bedrocks for sound academic chores or studentship.

vi. Sporting activities can enable you develop skills that may enable you represent your school or state and you may also develop into an outstanding champion.

vii. Participating in sporting activities can bring better opportunities like accommodation concession. E.g. some University students are able to secure hostel accommodation because of their involvement in University sports.

viii. Physical exercise can boost your brain as well as your brawn. It has been discovered through research that school children who do backward bending exercise 3 or 4 times a week get higher examination grades. Bending over backward exercise is also said to promote the growth of new brain cells. Aerobic exercises generally boost mental powers by getting extra oxygen to the energy guzzling brain of yours. Students must not pretend to be too busy to tap the benefits of physical exercises. They should also avoid over exercise which may cause dizziness, nausea and even unwarranted injury.

Other special exercises for students
Some special exercises can be done indoors especially in times of inadequate outdoor exercises to prevent under exercising. These are:

Breathing exercise
This involves a systematic pattern of taking deep breaths drawing to belle level. Lie on your back on the floor with bent knees and feet resting on the floor. Take a deep breath letting both the abdominal wall and chest rise. Hold the air for a few seconds then expel with a mouth gasp. Repeat 4-5 times at regular intervals and following some physical exercise too.

Relaxation Exercise
Relaxing once in a while also helps in toning the muscles in the arms, legs and stomach walls.

* For tense arms; stand erect and swing your arms making them brush against your thighs as they swing. Then sitting on the edge of the chair clench one hand in a fist tightly and swing your arm vigorously in large circles keeping the arm clenched, alternate with both arms.
* For tense legs; sit on the edge of a table with lower legs hanging free, then alternately swing them forward and backward in rhythmic pattern.
* For stomach tension; kneel with your feet under your hips and swing your trunk down to one side and around, swinging your hands down in a wide circle coming up again on the opposite side.

While at study you can also relieve tension by holding your spine erect, shoulders low. Turn your head so that the chin touches first one collarbone then the other moving slowly and rhythmically. In all exercises make them as rhythmic as possible to improve circulation, breathing to relieve tensed muscles. Students should also ensure that they put in a lot of fun in their exercises, to make them both thrilling and enjoyable.

Safety cues on health
Health is an important aspect of human life. It is a state of being free from illness or feeling well. Health therefore is a central goal for all humanity and living organisms generally. The safety cues on health are varied including the following:
- good nutrition
- physical exercises
- Personal hygiene and cleanliness all discussed in other sub sections of this chapter. Other safety cues on health are;
- Observing good sleep and rest
- Environmental sanitation
- Avoiding harmful habits
Sleep and rest

Sleep is a state of rest in which the eyes are closed and the mind is unconscious. Adequate sleep and rest is another crucial component of good health and even good physical appearance. It has been scientifically proved that the body replaces tissue cells and eliminates waste products (created by fatigue) at a faster rate during sleep than when awake. For a sound sleep you require a dark, quiet and well ventilated room and a firm mattress. To enjoy sound sleep one also needs some reasonable physical exercise during the day. You must check against worry, anxiety as well as frustration which can rob you of sound sleep by making conscious efforts to relax as you go to bed.

Importance of good sleep and rest

* Resting helps to take care of fatigue through relaxation and complete cessation of activity while sleep relaxes the senses to make them lose their power.
* Sleep rests the heart and blood system with slower rates of blood pressure and contraction of the heart muscles.
* Adequate sleep makes you strong against common ailments like cold, fever.
* It restores lost energy and stamina.
* It makes you more ready and fresher to face new tasks or activities.
* It rests the nerves and reduces irritability hence it influences human relationships and mental alertness.
* It also enhances good memory.
* Adequate sleep facilitates efficient performance of duties at school and other extra-curricular activities. As students it is important to observe the rest periods like siesta in the afternoon and at night time. Neither use such times to gist nor loiter about because you need up to 8 hours of sleep a day to keep you well balanced for your academic work.

The effects of inadequate sleep can be serious and they include:

i.) Poor sleep tumbles Intelligence Quotient (IQ) scores, that is

Environmental sanitation

We need a clean environment for the maintenance of good health, hence the need for environmental sanitation. Environmental sanitation is the control of all the physical and other processes that may influence directly or indirectly the wellbeing of human beings and the larger society. It means proper removal and disposal of waste matter from your immediate surroundings. Good sanitation will prevent environmental pollution from dirty toilets, smoke from the kitchen, dust in the air, fumes and smells from frying food and decaying of waste materials.

A clean environment promotes safety around us. Other sources of unsafe environment include slippery floors, faulty electrical appliances, broken furniture, broken bottles/plates poorly kept, drugs, kitchen knives, potholes in the home etc. We should ensure that these things are well taken care of to avoid accidents.

A safe source of water supply is also important. We should use water that is clean and uncontaminated and if source is unsure, water can be boiled to make it harmless and disinfectants used. Environmental sanitation also goes to the room level. A student's room must be orderly. Books and personal items must occupy their proper places. Scattering of books all over the table and room would not allow for easy reading, writing and location of items when needed. Consistent effort to keep your room environment clean and
orderly will prevent embarrassment even when you have unexpected visitors and it makes you develop an orderly lifestyle.

Nutrition for healthy living
Total health cannot be attained without good nutrition. Nutrition here means the proper intake of food and related substances. Good nutrition has to do with the correct intake of the right quantity. Too little or too much or the wrong types of food can bring about functional disorders or adverse effects on the individual in later life. Poor feeding is responsible for deficiency diseases like kwashiorkor, rickets, scurvy, beriberi. Students should be aware of the crucial need for a good diet at this period of rapid growth and as to what constitute a balanced diet. He should also learn decent table manners and develop a sense of timing for what and when to eat.

Importance of good nutrition
i. It helps in well developed skeleton, well formed teeth and jaws.
ii. It is the source of good blood.
iii. It is necessary for good muscle development and the normal padding of fats over bones
iv. It is needed to maintain high growth rate and maturity.
v. Good feeding is necessary for optimum performance at learning and co-curricular tasks.

Choice of food
Eat a variety of foods to get the many nutrients needed by the body. The main meals in the day should be made from a variety of foods to get all the food nutrients in each meal. This does not mean you are pinned down from your favourite foods. As a teenage student you should avoid the habit of skipping meals, especially breakfast. In fact breakfast is said to be one of the most important meals of the day as it comes after a long period of night without food. It keeps you freshened up with bursting energy for the day’s work. It gives the stamina to stay focused and balanced both mentally and physically. Make the habit of eating at regular times.

In choosing the type of food to eat at anytime it is important to note that some foods are classified as good brain foods while some are said to be bad brain foods.

Good brain foods
These are foods with low glycemic index (GI) because they make blood sugar level steadier, so they are steady sources of energy. These good brain foods include;
* Fruits like oranges, grapes, apples
* Grains like rice, spaghetti, cornflakes
* Legumes like soybeans, beans etc.

Bad brain foods
These are foods with high glycemic index (HGI) that tend to bring wild fluctuations in blood sugar levels, the examples are alcohol, artificial food colouring (coloured water) over cooked starches, refined floor and sugar products as well as un-prescribed drugs. Such foods are responsible for the sugar and hormonal imbalance that cause feelings of fidgety, irritability, inattention and even sleepiness. While selecting foods therefore one should guide against excessive carbohydrates intake but should rather keep improving on the intake of high protein foods. Students may have the tendency to consume a lot of sugar products and refined flour products in biscuits, noodles etc. but you must understand that it is of far more value to consume fresher foods.

Drug use and drug abuse
A drug can be defined as any substance which when taken can modify the psychological or physical state of the human system. Drugs come in different forms ranging from the solid tablets to the powder and liquid as in syrup. They also perform different functions like healing, sedation, stimulation and elation. E.g.s of drugs include; panadol, aspirin, chloroquine, wine (alcoholic), beer, heroin,
cocaine, marijuana, cigarette. Some drugs are medically controlled and designated for the treatment of certain dysfunction while some (a large group) are not controlled by the medical persons e.g. are alcohols, tobacco and marijuana.

**Drug abuse**
The term drug abuse has now been replaced with "the harmful use of drug" as it may cause either physical or psychological harm to the user. It refers to the compulsive and repetitive use of drugs or related substances. It is drug abuse when the use of such substances is not medically necessary or recommended by a health worker. Such use might even be forbidden by law. It is also abuse when one indulges in excessive or unguided use of even medically accepted drugs. Harmful use of drugs may lead to health problems like social morbidity and unwarranted accidental injuries. Others include: - unprotected sex hence proneness to sexually transmitted diseases (STD)
- Violence, Death, Accidents and Homicides/suicides
- Physical dependence or psychological addiction/misuse of drugs constitutes bad brain foods that are capable of destroying the intellectual potential of an individual for life.

**Why do people abuse drugs?**
The common causes of drug abuse among the youths are;

- a.) Personality or emotional problems like poor parental care, broken homes, unemployment, frustration, anxiety, failures, economic depression. When there is lack of warmth and social security because of all these, then one may take to anything like harmful use of drugs.
- b.) Peer group pressure - the young person faces identity crisis and so in the bid to identify with his group and get approved he may start confirming bad drug habits.
- c.) Chronic health problems can also cause drug abuse.
- d.) Availability of drugs - when easily available then drugs can easily be abused e.g. people who work in bars/beer parlours, pharmacies and drug factories.
- e.) The mass media in advertising some psychoactive drugs may tempt the young minds at the receiving end to try out without knowing the consequences.

**Effects of drug abuse**
Drug abuse causes damage to the user and the entire society. The damages may be physical, psychological and social.

**Physical damages are**
- Damages to the brain, lungs, liver, pancreas
- Injuries from accident
- Aggravate heart and chronic problems
- Nose bleeds
- Damage to unborn child
- Spread of HIV/AIDS

**Psychologically drug abuse can cause**
- Restlessness
- Sleeplessness
- Unwarranted anxiety
- Loss of memory
- Hallucinations
- Depression and personality disintegration which are not good for sound studentship.

**Socially drug abuse can cause**
- Family crisis and broken homes
- Career crisis and loss of job
- Poor studentship and low grades
- School dropout
- Disorientation and criminal tendencies like robbery, murder, rape and suicide, cultism, prostitution, delinquency and ultimate destitution.

**Help against drug problems**
The chains of problems associated with harmful use of drug shows that there is need for intervention. In the school the guidance counsellor can provide help against personality and emotional problems leading to drug abuse. The school guidance counsellor can listen with understanding, encourage and give you all needed information to stay healthy and free of drugs even in the face of trials.

- a.) The counsellor can provide moral support and friendship as you undergo treatment and rehabilitation if you have been
CHAPTER FIVE

Vocational Counselling and Career Orientation

For every crucial issue in life, adequate knowledge is required to bring desired ends. Knowledge empowers one to achieve great feats. Poor knowledge can be disastrous as noted in Hosea 4:6 “My people perish for lack of knowledge”. There is therefore need for sound knowledge of career opportunities to enable the young person prepare ahead of time by making adjustments where need be. In fact, if the society is to be more orderly organized and not plagued by groups of disgruntled, frustrated and unreasonable persons then it is apt to provide adequate information on career orientation early enough. Such information will provide timely exposure to enable the young person make realistic career decisions at the time they can adjust and consolidate vis-à-vis the available opportunities in the contemporary society. This chapter will provide reasonable orientation on careers and vocational matters as well as other related matters.

What is a career? Career is simply a means of earning a living or livelihood. It is seen as a vocational or specialized profession that one gets trained in and engages into throughout his life to make a living. Making a living here means not just getting good pay nor monetary gains to provide good living but also getting a genuine sense of fulfillment in what you do in line with your personality. Such sense of fulfillment is necessary for sound mental health. Career guidance is thus the facilitative process in the guidance service meant to help the individual choose and adjust on a vocation. It is a systematic process that goes through awareness, exploration, and orientation through to adjustment and consolidation on careers chosen. Choosing a career therefore is not just a one shot matter that you get up one day and you are done with. It requires putting your senses in their right perspectives to help you make right choices. You need self appraisal and a plan.

Exercise
1.) What is the use of physical and sport activities to a busy student?
2.) Name four indoor activities a student can use when pressed for time.
3.) Why is sleep and rest important for you?
4.) State 4 importance of eating well.
5.) What do you understand by harmful use of drugs?
6.) Where can you get help against drug problems?
Vocational plan and self appraisal
Vocational plan has to do with the fact that your kind of job or work or vocation expresses your personality in practical terms. Making a vocational plan therefore requires a realistic self appraisal, how do you appraise yourself? It involves examining yourself about your strengths, aptitudes, interests, economic and physical factors, and curricular background as well as how much of career information you know. This appraisal will give you background information on what career suits you.

Your strength – this is your intellectual ability which is very essential in determining where you best fit. Abilities range from the pure sciences, liberal arts, languages, music, commercial, technical. Your strength may manifest in an area and not in another and such intellectual ability is an indication that you can do very well in such areas without undue stress. Your strength may also mean being emotionally stable and strong interest.

Aptitude/Talents – every individual has a natural endowment which is the innate ability to perform a particular task without even making a conscious effort. Your talent gives you great potential ability which when identified through self appraisal can be developed to make career choice easier, more interesting and successful.

Interest – this is a quality of curiosity or attention you naturally give to some things. It is crucial factor in career choice in that it enables to persevere even in difficulties. It is the light that lights the tunnel in the dark career moments. Your interest may sure differ from your friends' and parents' so beware you don't follow blindly others' wishes. A realistic self appraisal will enable you identify your area of interest.

Economic factors – this has to do with the cost of training for the career of your choice. It is good to appraise the economic demands of training in a career early enough to enable you make adjustment or provisions. Other economic considerations refer to employment opportunities, prospects for advancements as well as the salary and emoluments due to such career. Of course quality education will in no small measure help you to take the career with high economic benefits.

Physical factors – these are factors that relate to one's built and gaiety. Some careers require tall persons such that short people may stand a poor chance of eligibility e.g. the force and army; others require great motoric and physical strength like engineering, carpentry and joinery; so people with a fragile frame and health will find it difficult to thrive on such.

Curricular background – this refers to the subjects done in any school. Schools and colleges follow the national curricular which is the standard but then it is to be understood that while some schools suffer deficiencies others have very rich curricular offerings for students. The subjects done at the secondary school level are building blocks for later career choices. Students should be well guided to timely choose relevant subjects that will give them a sound curricular background to their choice of future career; both parents and students should be ingenious in looking for schools with rich curricular offering so as to assist in enacting and meeting one's career aspirations.

Availability of career related information – creating career awareness among students should beget readiness to deal with career matters. The school should help in this wise by giving adequate education, vocational, personal and social information at the appropriate time right from time of entry in Upper Basic 1 to time of living. Moreover teaching and learning of school subjects should be made as practical and relevant as possible to enable the students get needed and accurate information about himself, educational demands as well as career prospects and this will in turn facilitate the process of career development among young persons.

The ultimate aim of education inter alia is to find your place in society. Not developing a vocational plan at this formative stage is not potentially good for the future; self appraisal will enable you come up with something worthwhile without wasting your strength.
Guidance And Counselling For Secondary School Students

Guidance And Counselling For Secondary School Students necessarily. The school guidance counsellor can make use of
standardized occupational inventory to assist you.

Career guide/Awareness

The subjects taken at the secondary school are foundation stones for future careers so in a way subjects relate to the careers they give rise to. For example the pure sciences like integrated science, mathematics, physics, chemistry and biology as well as English language requires great intellectual capability and mental alertness to cope with minute details and other technicalities like basic facts, assumptions, theories, formulae inherent in such subjects. They also call for critical and reflective thinking which is a common feature of the careers arising from them like medical sciences, pharmacy, engineering, astronomy, architecture etc

Subjects in the arts like History, Government, English, CRK, Literature, Visual Arts are liberal in nature but they lead to careers that require great social and communication skills. Example of such careers includes Law, Public Administration, Dramatic and Visual Arts, Language Arts etc. meanwhile subjects that relate to business and commerce like business studies, economics, commerce, maths, financial account will prepare one for careers in trade and industries. Example of such careers includes business administration/management, accountancy as well as banking careers. Such subjects require great application and appreciation to develop skills and ingenuity.

Subjects in the vocational and technical areas like visual arts, Basic/Introductory Technology, practical agriculture as well as technical drawing, motor mechanic and electrical electronics requires great motoric skills to create and recreate. These subjects lead to careers that require both head and hand, examples are carpentry and joinery, form work and welding, electrical/electronic engineering, building technology, industrial design, agricultural production and farm management, home skills, bakery as well as designing and art work.

Available careers to choose from and their basic requirements

Now we are going to run through the available careers/courses that usher you into the world of work. This should inspire and enlighten you for a realistic career decision. We will look at careers in:-

Administration and Management Sciences
Agriculture
The Arts
The field of Educational studies
The field of Engineering
The Medical Sciences
The field of Natural Sciences
The Social Sciences

Administration and Management Sciences
This is a broad field of study for all courses that are concerned with the study of the day to day management of any business or establishment. The courses here require some commercial mathematical ability and they include:

i.) Accountancy or accounting – this is the course that deals with the study of financial records of business organizations. It has to do with records of business transactions relating to income and expenditure through which the business can ascertain whether it is making profit or loss. Graduate accountants are needed in virtually all business organizations, public service and accountants also have prospects for self-employment and the banking sector.

ii.) Actuarial science/insurance – Actuarial science has to do with insurance management which involves calculating the insurance risk and payment of compensation by studying the rate of anti-security phenomena like accidents, fire and death. Based on this they fit premium to pull resources together to pay compensation in any case of loss. Insurance relates to actuarial science in that they both work towards guaranteeing compensation for loss, damage, illness or death in return for regular payment of premium or
insurance charges as it is calculated by an actuarial scientist. The work of insurance is in two dimensions, outdoors and indoors. While the outdoors chores require reaching out to new clients and business contracts as well as collecting premium, commissions to implement proposed policies, the indoor work has to do with drafting of policies, rating premiums as well as paying compensation. Graduates in actuarial science or insurance have job prospects in insurance companies, industrial organizations and in Research Centers.

iii. Banking & Finance – this concerns the study of monetary transactions in the banking business as well as other financial institutions. A career in banking under-studies financial activities relating to savings, record keeping, withdrawal, loan matters, transfer of funds etc. graduates in banking are needed to work in the banking and financial industries, ministries and establishments and industrial organizations.

iv. Business administration/management – this is a field of study that deals with management of human, financial and material resources in an organization to enhance efficiency. The course studies how to plan, control and organize these resources. Graduates in business administration are needed in all spheres of life. They work as personnel managers, Business managers and general managers.

vi. Catering – this is an area of specialty which involves providing food, snacks, drinks and other accessories for social events which could either be indoor or outdoor as the need may be. Catering courses are mostly offered in polytechnics. A caterer can work in hotels, restaurants, boarding schools, government and private establishments as chefs/hostesses or self employment.

vii. Co-operative and rural development – this is an area of study concerned with the management of men and women to form co-operative societies in order to pull resources together by way of loans and human resources in order to expand and handle big businesses. Graduates are employable as co-operative officers in banks and local government areas as well as the state ministry for trade and industries.

viii. Industrial Relations/Personnel Management – this is a field of study that involves conflict management as regards labour laws. People who read these courses are likely to find jobs as industrial relations officers, union leaders and industrial consultants.

ix. Marketing – this is the study of the theory and practice of marketing, transactions involving the presentation, advertisement and sale of goods and services. It has to do with the study of consumer education as it relates to demand and supply of goods and services. Marketing offers work in touch with consumers and so learn to understand their behaviours with the aim of appealing to their sense of demands to convince them to buy. Trained marketers are employed in both private and government establishments as marketing officers and managers.

x. Secretarial Administration – this is a course of study that deals with the art of organizing an office by keeping records, making arrangements and appointments for staff, having charge of correspondence and other business affairs of the society or establishment. Secretaries are life wires of establishments as they are needed everywhere.

xi. Economics – this is the field of study involving the relationship between ends and means which have alternatives. It studies the principle of production and distribution of goods and services as well as development of wealth. A graduate economist, has job prospects in the ministry of finance, commerce, trade and industry, commercial banks, business centers as well as research centers.

Entry requirements into Administration and Management sciences

The general O’ level requirements for courses in the field of business administration is 5 O’ level credit passes including English Language, Mathematics, Economics and other two relevant subjects.
in the social sciences. For direct entry, two A’level passes in relevant areas like Economics, Accounting, Business Management, Government and Geography are required in addition to the UME requirements. Course duration ranges between 4-5 for UME and 3 years for direct entry.

**Universities Obtainable**

Courses in the Business Administration and management sciences are offered in many Nigerian Universities as follows:

1. Ahmadu Bello University Zaria
2. Abia State University Uturu
3. Bayero University Kano
4. Benue State University Makurdi
5. Delta State University Abraka
6. Enugu State University of Science And Technology Enugu
7. Nnamdi Azikiwe University Awka
8. Imo State University Owerri
9. Obafemi Awolowo University Ile-Ife
10. Adekunle Ajasan University Akungba Akoko, Ondo State
11. Ogun State University Ago-Iwoye
12. Rivers State University of Science And Technology Port-Harcourt
13. University of Abuja Abuja
14. University of Benin Benin City
15. University of Lagos Lagos
16. University of Nigeria Nsukka
17. University of Uyo Uyo
18. University of Ilorin Ilorin
19. University of Jos Jos
20. University of Calabar
21. University of Ibadan
22. Usman Dan Fodio University Sokoto
23. University of Agriculture, Makurdi

It is important to note here that more specific information about courses and University requirements can be found in the current JAMB brochures.

**Careers in the field of Agriculture**

The field of Agriculture offers courses that deal with food and wild life production and conservation. Courses here include:

i. **General Agriculture** – the area of study that deals with every aspect of agriculture in some minor details and little or no specialty. General agriculture covers almost all aspects of agriculture from crop production, animal husbandry, soil management to agricultural marketing. Graduates in general agriculture have good career prospects in private/self employment and government establishments as well as ministries of agriculture and natural resources.

ii. **Agricultural Economics** – This is a course that deals with the management of resources for agricultural production. It involves marrying the principles of economics and agriculture to bring about efficiency in the production and marketing of agricultural products. It is the business aspect of agriculture. Agricultural economists can work in commercial banks and establishments, research centers as well as teaching in schools and colleges.

iii. **Agricultural Extension Services** – This is the programme of study that prepares personnel to educate the actual farmers on up to date practices and prolific ideas as it relates to their area of production. Agricultural extension workers have the responsibility of disseminating relevant information to the farmers on new breeds or species of agricultural inputs, cultural practices to adopt as well as introduction of agrochemicals for pests and diseases control on the farm. They are a liaison or link between the government and lay farmers. They can work in extension units of the agricultural ministry at the local government levels, agricultural markets and show centers as well as research centers and in private practices.

iv. **Animal Production** – This is the aspect study that deals with animal production offering specialties in animal husbandry, animal nutrition, animal health/veterinary medicine as well as animal science. Graduates in any of these areas can work in agricultural establishments as well as in self employments.
Guidance And Counselling For Secondary School Students.

like animal production.
v. Crop production – This is an agricultural area of study concerned with the production of crops; arable, vegetable and permanent crops. It is also termed as crop science as it involves the scientific approach to crop production for nurturing, crop protection to harvesting as well as crop improvement through husbandry practices.

vi. Fisheries – This is a field of study in agriculture that deals with the production and management of fishes for both commercial and private consumption. It is concerned with the preservation of aquatic life and habitat. Specialists have work in fisheries department of agricultural ministries and in private or self employment; fish culture and production.

vii. Food science and Technology – This is the aspect of agriculture that deals with the science of food production, processing and preservation. It is also termed as food engineering as it involves the study of engineering principles as well as science and technology to solve problems in food and water processing. Graduates can work in food factories, State Water Boards/Plants, government establishments like food and drug agencies.

viii. Home science and Nutrition – is a course in the field of agriculture that deals with the study of family management practices including appropriate family diet for healthy living. It is also termed as home science with branches like foods and nutrition, home management and clothing and textiles. Graduates in this aspect of study can find jobs in industries, ministries of agriculture and teaching establishments and private businesses.

ix. Forestry – this is the aspect of agriculture that deals with the development and conservation of forests and forests life. Employment opportunities are available in departments of forestry.

x. Horticulture – this is an aspect that deals with the study of horticultural production and landscaping for environmental beauty. It has to do with the art of nursing, nurturing and maintenance of flowers and ornamental crops to improve aesthetic appearance of physical environments. Specialists have job prospects in ornamental gardens, establishment and home based landscaping as well as in interior decorations department of some establishments.

xi. Soil Science – this is an aspect of agriculture that concerns the study of the chemical and nutritional components of the soil as it relates to crop production. It has to do with soil maintenance, improvement/conservation and the specialist is termed as a soil scientist. Related to soil science is a course termed as toxicology which is the study of dangerous and poisonous substance in form of chemical and industrial waste as they relate to crop and animal life.

xii. There are many other courses in the field of agriculture like agronomy, wild life, range management etc.

The course duration for agricultural related courses is 5 years for UME candidates and 3-4 years for direct entry candidates.

O’level Requirements for Agricultural Courses

It is important to note here that agriculture is a science based field of study so all courses under agriculture require a sound background in O’level sciences. The general entry requirements for the field of agriculture therefore is five O’ level credit passes in English Language, Mathematics, Chemistry, Agricultural science or Biology and anyone of Physics, Geography and Economics for UME candidates. For direct entry candidates, they require two A’ level passes in Agriculture, Economics, Physics, Geography and Mathematics in addition to the O’ level requirements.

Universities that offer courses in Agriculture

Agriculture is a broad field of study that have courses in not only Universities of Agriculture but in others as well, as they are listed below.
i. Ahmadu Bello University Zaria
ii. University of Ilorin, Ilorin
iii. Abia State University Uturu
iv. Abubakar Tafawa Balewa University Bauchi
v. Ambrose Ali University Ekpoma
vi. Delta State University Abraka
vii. Enugu State University of Science And Technology Enugu
viii. Federal University of Agriculture, Abeokuta
ix. Federal University of Agriculture, Makurdi
x. Federal University of Agriculture, Umudike
xi. Federal University of Technology, Owerri
dii. Federal University of Technology, Yola
diii. Federal University of Technology, Akure
dxiv. Federal University of Technology, Minna
dxv. Ludoke Akintola University of Technology, Ogbomosho
dxvi. Imo State University, Owerri
dxvii. Obafemi Awolowo University Ile-ife
dxviii. Ogun State University Ago-iwoye
xix. Rivers State University of Science And Technology Port-Harcourt
xx. University of Calabar, Calabar
xxi. University of Ibadan, Ibadan
xxii. University of Maiduguri, Maiduguri
xxiii. University of Nigeria Nsukka
xxiv. University of Uyo, Uyo
xxv. Usman Dan Fodio University Sokoto

Note that these courses may not all be available in all of the Universities listed above. One can check the current brochure released by JAMB each year for more detailed and specific information.

Careers in the Arts
Courses of study available under Arts include

i. African studies - courses under African studies dwell on study of African culture, languages and literature such as Swahili

ii. Arabic studies deal with Arabic literature and languages.

iii. Archaeology - is the study of archival findings or history artifacts. It is the study of ancient facts or culture, people and scientific analysis of physical remains and history predating the literate era. The study of archaeology may include study of old carvings, tools, ornaments which are often found buried under ground. The basic requirement is credit passes in art subjects like geography, history, English, literature and mathematics.

Archaeologists work in museums, tourism industries, research centers and cultural organizations.

iv. Combined Arts - these are courses that specialize in studying two or more areas side by side in the arts. Such persons can work in different places depending on their area of specialization e.g. History/Religion, Philosophy and Religion and other combined Art courses.

v. Classical Studies - these are studies in areas of ancient Greek and Roman civilization, their language, literature and philosophy. Individuals who undertake classical studies work in the embassy, Consular Missions, Educational Attaché and World Agencies.

vi. Communication Arts/Mass Communication - these are courses that have to do with training in the areas of journalism, interpretation as well as advertising. People who undertake such courses are trained in the work of collecting, writing and publishing materials in newspapers, magazines or television and radios. They have job prospects in media centers or houses as news reporters, as editors or media and advertising consultants.

vii. Dramatic/Theatre Arts - this is the study of play-acting and entertainment. It has to do with acting out or modeling art. Graduates in this area will easily find employment in cultural organizations, media houses and the entertainment industries as well as research institutes. They may also be employed in the private sector.

viii. Foreign languages - this is the study of foreign languages including English, Russian, German and French languages. Graduates have employment opportunities in the embassy as (Ambassadors) Consular Missions, World Agencies,
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ix. Nigerian languages – these are courses concerned with the study of major Nigerian languages like Igbo, Hausa and Yoruba as well as minor ones like Efik, Edo, Kanuri, Tiv, Ibibio, Idoma, Igala etc. Nigerian languages graduates are employable in the Ministry of Internal Affairs, teaching and court interpretation and translation centers.

x. Music – this is a discipline that deals with the study of the art of writing and playing music using signs, vocal and instrumental sounds. It understudies the art of composing songs and playing of instruments. Graduates in music work in cultural centers, entertainment, teaching as well as media services. They can also be self-employed.

xi. Legal career – these are careers that deal with the study of the interpretation of laws of the land as it relates to the dispensation of justice. An individual trained here is termed generally as a lawyer, when a lawyer represents and argues cases in the law court for clients he is called a barrister while he can also be termed as a solicitor when he prepares documents like agreements for sales and transfer of ownership as well as gives legal advice to clients.

There are areas of specialization in the legal profession ranging from

d.) Civil Law

e.) Islamic/sharia law

f.) Commercial law

g.) Private and property law

h.) Public and international law

Lawyers are employable both in private and public practice like companies, juries, legal offices, academics/research.

xii. Fine and Applied Arts – this is an area of study that deals with creation and recreation of beauty to appeal to the human senses. This study pertains to drawing, designing, painting, carving and ceramics. Generally, artists have great intuitive sense of curiosity they express in artistic style, they are self-motivated to work for long hours without duress.

A trained Fine Artist can work in printing and publishing establishments both private and public, in the textile industries, advertising and orientation agencies, Corporate Affairs Division, packaging industries as well as in research and teaching services.

Other art related courses are read single or combined honours degrees e.g History, Religion, French, English and Literary studies as well as Linguistics.

The course duration for the courses in the arts ranges from 3 years (for direct entry programs) to 4 and 5 years and a period of internship or industrial training for UME programmes.

The entry requirements for Art Courses

The general entry requirements for all University courses in the arts is 5 O'level credit passes including mathematics, English and the subjects to be majored in for UME (Universities Matriculation Examinations) subjects, one is expected to take exams in 3 subjects including English, the relevant subject to be majored in and one other. While for direct entry, 2 A' level passes in the relevant subjects in addition to the 5 O'level credit passes are acquired.

Universities obtainable for Art Courses

The following are a list of Nigerian universities where a variety of Art courses are offered.

i. Ahmadu Bello University (ABU) Zaria

ii. Abia State University Uturu

iii. Ambrose Ali University Ekpoma

iv. Bayero University Kano

v. Benue State University Makurdi

vi. Delta State University Abraka

vii. Lagos State University Lagos

viii. Nnamdi Azikwe University Awka

ix. Imo State University

x. University of Port-Harcourt Port-Harcourt

xi. Adekunle Ajasan University, Akungba Akoko, Ondo State.

xii. Obafemi Awolowo University Ile-Ife

xiii. University of Abuja

xiv. University of Nigeria Nsukka

xv. University of Uyo, Uyo
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xvi. University of Calabar, Calabar
xvii. University of Jos, Jos
xviii. University of Ibadan, Ibadan
xix. University of Benin, Benin city
xx. University of Maiduguri, Maiduguri
xxi. Usman Dan Fodio University, Sokoto
xxii. University of Ilorin, Ilorin
xxiii. University of Mkar, Gboko

It should be noted that not all the universities listed may offer all the art related courses as outlined above but some of them. It is advisable to check with the current brochure of the Joint Admissions and Matriculations Board (JAMB) to get up to date information of courses you may aspire to read as well as new public and private universities coming on board every year.

Careers in the field of Education

Courses in educational studies are made to train individuals in the art of teaching at one stage of education or another. They are also schooled on various policies of education as well as other aspect of the educative process. Example of the course in education include:

i. Adult education – This is an educational programme oriented towards the teaching of adult literacy and community development. Graduates of Adult education can work in Adult literacy programme and community development projects as well as in policy matters at the ministry of education and in schools.

ii. Curriculum studies and educational technology – These educational courses aim at developing personnel, the art of producing and designing course programmes for different subjects and fields of study as well as materials to facilitate the teaching and learning of such educational materials like chalkboard, drawing boards, chalk, audio-visual aids, projectors and a host of others are designed and produced by Curriculum Planners and Educational Technologists.

iii. Educational Administration and Management – This is an area of education that deals with the study of planning, administering and management of educational institutions. Graduates here are trained in the art of leadership in schools and other educational establishments so they can work as headmasters, principals, as well as supervisors and inspectors of education.

iv. Librarianship or library science – This career involves the art of lending the books and taking care of other educational materials in the library. A trained librarian has the skill to facilitate information services in the library. Job opportunities for librarianship graduates include libraries, library boards, institutional libraries, school libraries, research institutes, production companies, museums, archives as well as ministries and parastatals. They are also employable in media houses public libraries.

v. Vocational teacher education – The training here has to do with developing teaching skills in teaching vocational and pre-vocational courses such as technical drawing, business education, home management, and economics, typography as well as shorthand and other aspect of technical education.

vi. Educational psychology – These are courses that deal with the art of training individuals to render human personnel services that range from guidance counselling, special education, teaching pedagogy.

vii. Early childhood and Elementary education – This course trains individuals and equips them with requisite skills needed in handling pre-schoolers as well as elementary school children.

viii. Course combinations with education – Education courses are also combined with other teaching subjects in the Arts, Social Science or Science in which case courses abound in every field of study.

The entry requirements for UME Education courses is 5 O' level Credit passes in English, Mathematics, and three other subjects taken from the relevant areas to be combined with education. Direct entry may require A’ level Credit or Merit passes (i.e NCE) in 2 relevant subjects. One can train for the Nigerian Certificate in
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Education (NCE) in any of the Federal or State Colleges of Education. Educational courses have prospects for advancing up to the Doctorate degree with job opportunities in teaching services from primary to the University levels as well as research centers and Ministries of Education.

Universities where Education Courses are obtainable

Owing to the universal unfading need for trained teachers, almost all conventional universities in Nigeria offer graduate courses in education in addition to the Federal and State Colleges of Education. Some of these Universities include:

i. Abia State University, Uturu
ii. Ahmadu Bello University, Zaria
iii. Abubakar Tafawa Balewa University Bauchi
iv. Ambrose Ali University, Ekpoma
v. Bayero University, Kano
vi. Benue State University, Makurdi
vii. Enugu State University of Science and Technology, Enugu
viii. Federal University of Agriculture, Makurdi.
ix. Federal University of Technology, Minna
x. Federal University of Technology, Yola
xi. Imo State University, Owerri
xii. Lagos State University, Lagos
xiii. Kano State University, Kano
xiv. Nnamdi Azikiwe University Awka
xv. Obafemi Awolowo University, Ile-Ife
xvi. Ogun State University, Ago-Iwoye
xvii. Adekunle Ajasan University, Akungba Akoko, Ondo State
xviii. Rivers State University of Science and Technology Port-Harcourt.
xix. University of Abuja
xx. University of Benin, Benin-city
xxi. University of Calabar, Calabar
xxii. University of Ibadan, Ibadan
xxiii. University of Ilorin, Ilorin
xxiv. University of Jos, Jos

It is important to note that these courses may not all be available in all of the universities listed above, for further reading therefore, it is recommended that you carefully go through the JAMB brochure to get more information.

Courses Available under Engineering

Engineering is the application of scientific knowledge and technology in the design, construction and control of machines, roads, bridges Electrical apparatus, buildings and even chemical substances. There are diverse areas of specialization in the engineering field.

i. Agricultural Engineering – This is the area concerned with the combination of science and technology to solve problems in agriculture. It studies the manufacture, servicing and repairs of agricultural tools and equipments. Agricultural engineers can be employed in agricultural establishments, large mechanized farms as well as in schools.

ii. Architectural Engineering or architecture – it is the area of study concerned with the art and science of designing and construction of structures. An architect also supervises the construction of structures such as hospitals, multifaceted storey building, bridges, while also giving professional advice on structural repairs and durability. Architects are crucial partners to builders and can work in government and private establishments as consultants or self employment.

The O’ level requirement for architecture is 5 O’ level credit passes from English Language, Mathematics, Physics, Chemistry, Technical drawing or Fine Arts.
Chemical Engineering – this is an area of engineering that specialize in the application of technology to chemical analysis. The chemical engineer can work in chemical and oil industries.

Petroleum Engineering – this area has its focus on the study of petroleum extraction exploration and refining. Graduates here are employable in the oil/gas and chemical industries.

Civil Engineering also termed as production engineering it is the branch of engineering concerned with designing and construction of civil and structural works like building constructions, motor roads, bridges, dams, tunnels pipelines, rail ways. Civil engineers can gain employment in construction firms or industries, government ministries of works, town planning, urban development etc.

Computer Engineering - This is an area that deals with the manufacture, servicing and repairs as well as designing, installation and maintenance of computer machines and hard wares.

Electrical Electronic engineering – this is an area that deals with the design, manufacture, installation and maintenance of electronic electrical gadgets such as computers, Telecommunication equipments, audio visual equipments and appliances. Graduates are employed in the electronic industry as well as the computer and oil industries.

Marine Engineering – This aspect deals with the design and manufacture of equipments like ships, water ways etc. graduates or marine engineers can work with marine organizations and navy.

Mechanical Engineering – This aspect touches on the design, manufacture as well as servicing of quite a variety of tools and equipments. Mechanical engineers can work in virtually every field of engineering work setting.

Metallurgical Engineering – This aspect deals with the study of the properties of metals as well as metallic fabrication and construction.

Polymer and textile engineering – This deals with the manufacture of paints designs, plastics and textiles materials and as such graduates in this area can work in a variety of job settings.

Aeronautical Engineering – Deals with the design, construction and manufacture as well as maintenance of aeroplanes and aircrafts.

Entry Requirements for Engineering
The entry requirements for all engineering courses is 5 O' level Credits in Physics, Chemistry, Mathematics, English Language and Technical drawing or any other relevant subject.

Universities where Engineering Courses are obtainable
The following Universities offer some courses in Engineering:

1. Ahmadu Bello University, Zaria
2. Ambrose Ali University, Ekpoma
3. Enugu State University of Science and Technology, Enugu
4. Federal University of Agriculture, Makurdi.
5. Federal University of Technology, Akure
6. Federal University of Technology, Minna
7. Federal University of Technology, Bauchi
8. Federal University of Technology, Owerri
9. Federal University of Technology, Yola
10. Ladoke Akintola University of Technology Ogbomosho
11. Lagos State University, Lagos
12. Obafemi Awolowo University, Ile-Ife
13. Adekunle Ajasan University, Akungba Akoko, Ondo State
14. Rivers State University of science and Technology Port-Harcourt.
15. University of Benin, Benin-city
16. University of Lagos, Lagos
17. University of Ibadan, Ibadan
18. University of Ilorin, Ilorin
19. University of Nigeria, Nsukka
20. University of Maiduguri, Maiduguri
21. University of Port – Harcourt
Careers in the field of Medical and Pharmaceutical Sciences

This is a field of study that is concerned with the manufacture and administration of drugs as well as other strategies in pathology and health. Whereas the courses under pharmaceutical sciences take duration of 4 to 5 years, the medical and veterinary medicine courses take a minimum of 6 years for UME and 5 years for direct entry programmes.

The courses available under this field include:

i. Dentistry – this is an aspect of general medicine which studies the health and management of the teeth. Graduates are called Dentists and they work in hospitals, research centers and dental factories.

ii. Medical Rehabilitation – this is an area of study that deals with the practice of returning patients to complete state of health by use of psychosomatic measures especially those patients that suffer some form of maladjustments following health problems. Jobs in medical counselling and psycho and physiotherapies.

iii. Medical laboratory science – this is the study of laboratory analysis of specimens to diagnose illnesses. Also termed as diagnostics, this branch of medical science offers jobs in medical diagnostic laboratories and research centres both in public and private hospitals.

iv. Medicine and surgery – this is the science of human medicine concerned with the use and administration of drugs to prevent or cure diseases, they also conduct surgical operations. Specialists in medicine and surgery are called doctors and they have great job opportunities not just in hospitals or health centers only but also in various other works of life.

v. Veterinary medicine – this is an aspect of medical sciences that study animal health; it is concerned with administration of drugs to animals. Graduates here are employable in agro-allied chemical industries, private as well as State and Federal ministries of agriculture, livestock department.

vi. Nursing and Midwifery – this is an aspect of medical science that deals with the care of patients. While nurses compliment the work of other medical personnel like the doctor and pharmacists to dispense and administer drugs, personal care as well as disseminate health talks, the midwives are trained in maternity skills. The former have job prospects in all medical settings, while the later are employable in maternity and child welfare clinics.

vii. Pharmacy- This aspect is concerned with the study of drug preparation, dispensing and use. Studied either as pharmacy or pharmacology, the graduates in this area get jobs not just in hospitals or private pharmacies but also in pharmaceutical industries as well as in research centers.

viii. Physiotherapy- This aspect of medicine is concerned with the use of specialized muscular exercise in combination with or as an alternative to chemical drugs to treat patients with atrophies or injuries of certain parts of the body.

ix. Radiography – This is a Para medical discipline that deals with the use of X-rays or other form of radiation in medical practice. Graduates here are capable of using radiographic apparatus to produce images that help in interpreting certain medical conditions. Job prospects abound in medical settings and education.

Entry Requirements for Medical Science Courses

This field of study is a core science area that requires proficiency and serious self motivated study to thrive in. For UME candidates they
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require 5 'O' level Credit passes in English Language, Mathematics, Biology, Physics and Chemistry. For direct entry one requires 2 A' level passes from Biology, Chemistry and Physics.

Universities where Medical Science Courses are obtainable
Nigeria universities that may offer one or some of the courses in medical sciences include as follows:

i. Abia State University, Uturu
ii. Ambrose Ali University, Ekpoma
iii. Benue State University, Makurdi
iv. Bayero University, Kano
v. Enugu State University of Science and Technology, Enugu
vi. Imo State University, Owerri
vii. Ladoke Akintola University of Technology, Ogbomosho
viii. Obafemi Awolowo University, Ile-Ife
ix. Ogun State University, Ago, Iwoye
x. University of Benin, Benin-City
xi. University of Calabar, Calabar
xii. University of Ibadan, Ibadan
xiii. Nnamdi Azikiwe University, Awka
xiv. University of Jos, Jos
xv. University of Lagos, Lagos
xvi. University of Ilorin, Ilorin
xvii. University of Nigeria, Nsukka
xviii. University of Port-Harcourt
xix. University of Maiduiguri, Maiduiguri
xx. University of Agriculture, Makurdi.
xxi. University of Uyo, Uyo
xxii. Usman Danfodio University, Sokoto.

Again you are recommended to make further reading from current JAMB brochures as to which particular Universities offers your exact choice of course.

Careers in the field of Physical and Natural Sciences
This is a field of study that cuts across very many diverse areas such as biological and physical sciences, courses available under Biological sciences include:-

i. Bio-chemistry
ii. Biology (single honours)
iii. Botany
iv. Ecology
v. Microbiology
vi. Zoology etc.

The basic orientation of biological science courses is analyzing specimens in laboratories to study life generally. Graduates in this area are employable in hospitals, zoological firms, consultancy firms as well as private industries and civil service.

The physical science is the hard-core science area that has courses in

i. Chemistry
ii. Physics
iii. Mathematics
iv. Statistics
v. Geology
vi. Astronomy
vii. Computer science
viii. Meteorology
ix. Mining
x. Surveying

Careers in the physical and natural sciences have job prospects in diverse areas ranging from civil service to industries, ministries, research centers and teaching.

O' level Entry Requirements for Science Based Courses
For courses under biological sciences, the basic O' level requirements for UME candidates is 5 O' level credit passes in Mathematics, English, Biology/Agriculture, Chemistry and any other science subject. The direct entry requirements are two A' level passes in any of Botany, Zoology, Biology or Chemistry.

For core physical science courses the basic requirement is also 5 O' level credits taken from English, Physics, Chemistry and Mathematics or Further or Additional Mathematics for UME
candidates while the direct entry requirement is 2 A' level passes in Physics, Chemistry or Mathematics.

### Universities that offer courses in the field of Sciences

1. Abia State University Uturu
2. Abubakar Tafawa Balewa University Bauchi
3. Ambrose Ali University Ekpoma
4. Bayero University Kano
5. Benue State University Makurdi
6. Delta State University Abraka
7. Enugu State University Of Science And Technology Enugu
8. Federal University of Technology Akure
9. Federal University of Technology Minna
10. Federal University of Technology Owerri
11. Federal University of Technology Yola
12. Federal University of Agriculture Makurdi
13. Federal University of Agriculture, Umudike
14. Ladoke Akintola University Of Technology Ogbomosho
15. Lagos State University Ojo Lagos
16. Imo State University Owerri
17. Ahmadu Bello University Zaria
18. Nnamdi Azikiwe University Awka
19. Obafemi Awolowo University Ile-ife
20. Ogun State University Ago-iwoye
21. Adekunle Ajasan University, Akungba Akoko, Ondo State
22. Rivers State University of Science And Technology Port-Harcourt
23. University of Ibadan, Ibadan
24. University of Jos, Jos
25. University of Abuja, Abuja
26. University of Benin, Benin City
27. University of Calabar, Calabar
28. University of Agriculture Abeokuta
29. University of Ilorin, Ilorin
30. University of Lagos, Lagos
31. University of Nigeria Nsukka
32. University of Maiduguri, Maiduguri

The new emerging list of universities can be accessed from current JAMB brochure of the current year for more details.

### Careers in the field of Social Sciences

The field of Social Sciences is a human-related area of study that train people to serve in diverse areas of human endeavor. These areas include:

1. **Sociology and Anthropology** – This is the study of how man functions in relation to his environment; small and large group situations. Anthropologists are concerned with the study of human origin, societies and cultures. Graduates of this field can work as personnel officers, journalists, social workers, researchers and welfare officers.

2. **Religion and philosophy** – careers that deal with the study of human value and belief system as well as faith. Here you may have Christian religion, Islamic religion, moral education as well as studies in philosophy. Graduates in this area can work in diverse areas like mass media, civil service, teaching and policy development offices.

3. **Psychology** – this is a field of social science that deals with the study of human behaviour. A psychologist has the training to understand, control, manage and predict human and even animal behaviour. As the society becomes increasingly complex the field of psychology has continued to assume really crucial roles in attending to human problems like addiction and substance abuse, marital and family crises, youth problems and host of others. There are several branches of psychology like clinical, counselling and industrial psychology. The O' level requirement for psychology is biology, mathematics, English language, economics, government.

4. **Economics** – This course deals with the study of management of human resources. It has to do with the satisfaction of
human wants using scarce resources. Graduates of economics can work in a variety of work settings like Banking, Marketing, Finance Ministry, Trade and industry ministry and establishments as well as economic research centers and teaching in schools.

v. Political science – This is an area of study that deals with the scientific study of the political machineries of a country including the factors that shape its polity. Political scientists can work as political consultants / advisers, journalists, personnel officers as well as civil servants.

The social sciences also offer some courses as single honours and combined courses in certain areas like Geography, Public Administration etc. Generally courses in the social sciences require five O' level credit passes in English language, economics, government, and the others course duration may range from 4 years on UME and 3 Years in Direct entry programme of studies respectively.

Universities you can obtain social Science Courses
These are the universities where social science courses are obtainable.

i. Abia State University, Uturu
ii. Ahmadu Bello University, Zaria
iii. Ambrose Ali University, Ekpoma
iv. Bayero University, Kano
v. Benue State University, Makurdi
vi. Delta State University, Abraka
vii. Enugu State University of Science and Technology, Enugu
viii. Imo State University, Owerri
ix. Lagos State University, Lagos
x. Obafemi Awolowo University, Ile-Ife
xi. Nnamdi Azikiwe University Awka
xii. Ogun State University, Ago-iboye
xiii. Adekunle Ajasan University, Akungba Akoko, Ondo State
xiv. Ekiti State University, Ado-ekiti
xv. University of Abuja

Other Degree Awarding Institutions in Nigeria
The following institutions also have degree awarding status and offer different courses at the graduate level.

i. Adeyemi College of Education, Ondo.
ii. Auchi Polytechnic, Auchi, Edo State
iii. Alvan Ikoku College of Education, Owerri Imo State
iv. Federal College of Education, Kano
v. Federal College of Education, Zaria, Kaduna State
vi. Kaduna Polytechnic, Kaduna.
vii. Yaba College of Technology, Yaba, Lagos.
viii. National Open University located in different states of the federation
ix. College of Education Katsina-Ala, Benue State.

Current records from the Joint Admissions and Matriculation Board (JAMB) show that:-

* There are 12 Federal, 47 State owned and 60 private colleges of Education.
* There are 25 Federal, 46 State owned and 29 private polytechnics.
There are 29 federal, 26 state and 3 private monotechnics located all over Nigeria.

Some of the colleges of education and polytechnics have degree awarding status while the list of new emerging tertiary institutions will also be featured in the current JAMB brochure along with explicit and detailed information concerning them. The current editions of the JAMB brochure will therefore provide adequate information on how to locate each of these tertiary institutions as well as the procedure for admission into the institutions of choice.

Developing sound work attitude and behaviour

Choosing a career is one thing but nurturing it to maturity requires much more than just that. The task of studentship is meant to prepare you gradually for work life. "to work is to live"... is a wise saying. How well you work is quite essential not just for earning a livelihood (i.e. money) but for keeping you in sound health of mind and body. It is therefore important to develop work friendly behaviours. What is work? Work can be looked at as one's occupation or duty. According to the Cambridge International Dictionary of English (1996), work is defined as an activity such as a job in which a person uses their body and / or their mental powers to do something for money or material gain. Work produces something of value and it is central in one's life.

Importance of work

* Work gives you a feeling of personal self fulfillment. It is an antidote against poverty. Work is a reliable means of getting your fundamental benefits and privileges. No matter how meager your earnings may be it can be a springboard for getting basic privileges that will save you from savagery. The money that you earn from working will prove to be of more value than the money you are given because it comes with a sense of self-fulfillment. That is why Abraham Lincon says "a dollar earned is of far more value than 5 given."

* Work has therapeutic quality of keeping one in good physical and mental health. This is because it keeps you in touch with

How then can we develop sound work behaviour and attitude?

Preparation for good work behaviour starts from the school days. A good student begets sound work behaviour in later life. Here are the tips on developing good attitude to work.

1.) It begins with your mind – Changing our way of thinking that work is unpleasant arduous and "I'm not used to hard life" mentality. The National policy on Education advocates for dignity in labour and the bible makes a good note that "work maketh a man and a nation". Work makes you a complete person, so you have to change / develop a positive attitude towards your school work; lessons, different subjects, assignments, tests, school labour, games and practice doing them with all dignity. This will nurture you towards a sound attitude to work in later life.

2.) Give value to what you do, your lessons, private studies, assignments, clean ups, school games etc. Don't look down on any of what you have to do, be proud about it. Doing little things in extraordinary ways can bring you untold fortunes. Giving values to what you do will bring out the best in you and help you develop your hidden potentials.

3.) Be inspired for success – develop zeal for all your work, assignment, class work and tests. Getting really interested in doing things successfully will develop in you a passion for changing the unpopular status to of any circumstance you may find yourself in later life. Then, develop the habit of appreciating and celebrating your success and even that of others. This means you should dare to be happy when you
succeed and identify with successful mates instead of envying them.

4.) Believe in yourself – One basic truth you should hold on to is that you are a unique individual in the image of a wonderfully perfect God. God has made you wholesome, rich, healthy and in touch with him. The common problem of most students is lack of self-confidence. You can overcome this by believing in God, your divine source of endowment and in yourself as a good achieving person.

5.) Expand your world – You are challenged to expand your world or your sphere of contact in the home, school and larger society instead of selfish thoughts and acts that revolve around only yourself. Think about what you can do to make life more comfortable and interesting for others; your siblings, friends, parents, mates etc. aside from preparing you for service life, it will bring a wonderful sense of well being.

6.) Recreate your world and give back to society what you benefited – As a youth you have great physical strength and opportunities which you should use well. Develop the habit of thinking out solutions to situations needing such in the home, family, business, school chores etc. This will inspire you to introduce new interesting things in whatever you do. This will take you out of complacency and a complaining style of life but will help you to create and recreate for positive changes. Gladly render service and be committed to whatever responsibility you are given like sweeping, clearing the field, copying notes, class monitor and school prefect. Such service through hard work will never make you sick nor reduce your worth but rather it will help in improving your environment and make you a blessing unto others wherever you find yourself. This will also enable you to make positive contributions towards nation building even in later career life.

Preparation for Higher Education and University Life

Higher Education is one that follows the secondary education. It comes in different forms ranging from polytechnic, colleges of Education, colleges of Arts, Science and Technologies, Universities and seminaries; it is education of a higher level taking its roots from the elementary education. The senior school certificate examinations (SSCE), is therefore a mandatory requirement. The rigors of this certificate course prepare you ahead of time for the tougher academic rigors at the higher education level.

This calls for self discipline right from the secondary school level. Never look at school or home discipline as harassment because as you cross the threshold to higher education, such discipline will form the bedrock that will sustain you both academically and morally. It will help you manage the characteristic academic freedom of the tertiary education. Your freedom makes you relatively responsible for yourself in almost all ways including your choice of meals, friends, groups and associations, your choice at lecture attendance etc. Let’s look closely at areas you should take note of.

Getting to acquaint with the new school

In the Universities, lecture halls are located all over the place unlike in your secondary school where you receive lessons in your one classroom all day. The University handbook, map and portal can help you to learn as fast as possible to acquaint yourself with your new environment. Ask questions to get cleared where you feel lost, read notices and mails because at the tertiary level nobody may give verbal announcements or instructions nor hold assemblies. Get to acquaint with the city or town of your school too by checking out the transport system and other happenings in such towns that are relevant to your stay.

On making friends

The University is a friendly place that offers you a lot more opportunities to meet new people especially having left family and old friends behind; you can join students’ association groups on campus, sports clubs, societies and student friendly service schemes on campus. Through such associations you can learn more about your new environment.
On lectures and Tutorials

The Advanced level or University styles of teaching and learning may differ significantly from what you have experienced in the secondary school e.g. attending lectures with up to 300 other students. You need to learn fast to adjust. Here no bell will go for any lecture you have to attend nor will any body remind you. So watch out to attend all classes and prepare for them well and also write the lecture notes and update them soon after the lecture to keep you well organized, join study groups and access students learning services for workshops, tutorials, support services relating to dyslexia. Make good use of University library and online resources. On any study or lecture problem talk it over with your lecturer or academic adviser who can offer you useful advice right from the beginning. Don't be afraid but ask questions early enough to avoid bigger problems cropping up, participate fully at tutorials and seminars by asking questions. The learning environment of the University cherishes questions. You are required to attain a mandatory 75% attendance at lectures in each course you register for you to sit for exams.

On Assessments and Exams

The University style of assessment may differ far from your secondary school style. Take time to learn what is expected of University level essays, reports, term papers and examinations. Get past question papers and practice solving them to acquaint yourself with what is expected of you. You must also note that in the University and other tertiary institutions of learning, examination is serious business that is not compromised. You may be reprimanded when caught cheating in the secondary school but in the University you may face greater penalty like expulsion, rewriting or whatever.

On personal development

The University offers opportunities not just for academic growth but also through other activities like sports, volunteering work placement and part-time paid employment in developed countries and big cities. These opportunities will help you develop wholesomely.

Exercise

1. What is a career?
2. Give 5 methods of appraising yourself in career?
3. Mention 5 careers available under the Medical Sciences.
4. Give an account of your career preference and choice with reasons.
5. What are the areas to prepare for as you enter higher institutions?

Keeping in touch

In universities, most information is passed on through printed communication like emails, notices, telephones etc. In this Information, Communication and Technological (ICT) age it is important to not only operate a personal email account but get the University email forwarded to your own which you must check regularly. This will ensure that vital information does not elude you like venue changes for lecture and exams as well as invitations to functions. Also check notice boards regularly while updating your contacts as per residence and phones through the portals' office.
CHAPTER SIX

Persona – Socio Development

This chapter is devoted to bring much needed information about your personal and social development which covers aspects like your personal appearance, social interactional skills, family and human relating, financial responsibility, relaxation and leisure time use as well as friendship and dating. This aspect of development is quite important as it supplements the efforts of the home to give you sound training that will sustain both academic and vocational development.

Personal Appearance

The first thing somebody notices about you is your personal appearance; the unspoken self that gives volumes of information about you in non-verbal language. Your personal appearance may be seen as a sum total of how you look from hair to toe. A lot more information can be discerned from your personal appearance like your emotions, upbringing or home training. This shows that there is need to take good care of your personal appearance always. A lot has already been said about personal hygiene in chapter four but it is important to point out here that one should cultivate the attitude of always appearing neat since this will have a lasting pleasant impression on anyone you come in contact with. These hints are also important.

* You should use well sown and laundered clothes always as this will increase your self confidence. Dress ladylike or gentlemanly. Ladies/girls should avoid indecent exposures of their sacred body parts while the males should avoid flying their shirts. Choose appropriate clothes for different occasions and ensure you use correct school uniforms as this will enable you form good habits on dress code. Others include:
* Check and ensure you wear a good and fitting hairstyle always.

Social skills; good manners and Etiquettes

Social skills refer to interactive ability needed to make life more worthy for those around us. They are life survival skills that take you across cultures and places without undue divergences. This is so because social skills are useful in making life more pleasant, comfortable as interactions become easier. Here we shall look at good manners and social etiquettes which may differ from one culture to the other but form the base line of rules for polite behaviour in different aspects of society life.

Manners for conversation

* Look at people when you or they are talking to you instead of looking away which might indicate inattention, insincerity or disregard.
* Avoid talking too loudly, it may be overbearing for your audience.
* Get and use people's names correctly while affixing the right title, Mr, Mrs, Miss, Dr, Professor, Barrister etc. denying them such title is a show of ignorance and spite.
* Learn to say nice things about people while praising those who deserve it. Don't put people down, belittle them nor spread gossips that are uncomplimentary. You may disagree with others by having your opinion which is fine, but avoid insulting, be as polite as you can be. Don't say mean things
Table manners
- Never come to the table in dirty wears.
- Meal time is meant for relaxation so avoid eating in silence when on the table with others but don't discuss vulgar and poor issues at table. Also avoid speaking with a mouthful of food.
- Ask for things out of your reach instead of leaning across over some ones food, say water please, plate please etc.
- Do not make noise while sipping your tea nor gulping down water but sip it little at a time.
- Do not use the tea spoon to drink your tea nor dip bread into your tea.
- Do not chew your food noisily nor with an open mouth.
- Never use your eating spoon to fetch food from the general food bowl, a serving spoon and cutting knife for that purpose should be used.
- The table knife should be used for cutting food not for eating.
- Place table napkin on your lap to prevent soiling.
- Instead of bending down to meet your food, it's better to bring your plate of food nearer your mouth.
- If you cannot use the set of cutlery provided for any food then wash your hand and use them carefully avoiding looking greedy.
- Avoid overloading your plate, be calm and exercise self control, pay compliment to your hostess as you leave.

Guidance And Counselling For Secondary School Students

Telephone Etiquettes
In this jet age you must learn to use the telephone well. Here are the manners for use of telephones.
- Use cheerful and polite language on phone.
- Avoid calling before 7.00am and after 9.00 pm except in emergencies or intimate persons.
- Avoid being harsh and abrupt when answering calls even of strange numbers.
- When receiving calls from strange numbers, announce yourself with a hello and then wait to hear the callers message. Never say your identity until you know who called.
- When calling a strange number however first introduce yourself and make your request or massage briefly.
- End calls formally and don't drop the receiver nor hang on your caller.
- Never let a strange caller know you are home alone nor give vital information to an anonymous caller.
- Avoid using your cell phone while in social gathering except where very necessary.

Good Manners for Visiting
- Do not go on holiday to people without prior notice and consent.
- Do not enter someone's room without knocking.
* Learn to be prudent in the use of your host's resources and do not make unnecessary demands.
* Adapt to the programme of your host's family.
* Help out at the family chores the best you can but do not operate their electronics and other items without due permission and/or orientation.
* Remember to show appreciation to your host for kindness and hospitality.

**Good Manners on being a Host/Hostess**
* Do not sit down while receiving visitors to your home, it's impolite.
* Do not look away when someone is approaching you.
* It's terribly un-African to be nasty to strangers.
* Try to be hospitable to your visitors even when you are not disposed and make them as comfortable as you can afford.
* If your guest is a stranger in your environment try to show him around your home and around town the much you can.
* Do not tune your radio too high as this portrays lack of consideration for your guests.
* Show appreciation to your guests for being thoughtful to visit.
* Do not walk away on your visitors but escort them off to the car or whatever, close the door after them and wave them off before returning to your house.

**Good Manners for general and public life.**
* It is important to use the golden rule in relating with others i.e. “do unto others as you would have them do unto you”.
* Always respect all elders and authority figures, listen and learn from them.
* Do not swear nor use profane language because they depict anger and make you look childish and cheap.
* Never divulge secrets especially about close friends or relatives. If someone is demeaning or gossiping or belittling another, show that you understand in a neutral way with a nod.

**Family relationship**

The family is a group of persons related by blood and other intimate bonds like kingship and bio-social relationship or ties. The family is the first unit of society that serves as a nursery bed for healthy relationships outside the home and in later life. The family does this by providing the basic human needs of love and affection through cuddling, healthy touch and fostering close ties between parents and children and among siblings. This attachment is a great source of strength for all members and it helps in fostering resilience and success of interpersonal relationships in later life. How can you nurture family relationship?

Cultivate good virtues from home by being truthful to your parents, obeying and honouring them.
* In the bid to satisfy your own social needs of affection, recognition and belongingness, it is necessary to hold your parents in high esteem, speak highly of them, never insult them in words or action.
* Be grateful to them for all their efforts as this will spur them to
Financial Responsibility for Young People

The economic situation in the world generally has continued to dwindle over the years calling for the need to train the young person in managing the lean resources at their disposal. Many students as they leave home for school are naive about the management of personal finance and so they face many economic challenges. They have poor spending patterns, hence the need to help them develop money skills that will enable them survive in school and even in later more complex life situations. The following hints will help in making you financially responsible:

i.) Paying your fees promptly as soon as you reach the school.

ii.) Don't use money meant for fees and other payments in the school for personal use.

iii.) Always make a budget and order your priorities before you go to the market to avoid buying on instincts so that you can use your pocket money wisely to get items you really need.

iv.) It is good to develop both short and long term values for your pocket money, rather than using it only for edible needs you can also use it for your academic and school needs.

v.) Financial responsibility does not lie in how much or rich you are but how well you can manage your resources in the school.

vi.) Avoid the habit of borrowing from others as much as you can help it, if you are from a less privileged background, it is important to learn to live with reality.

vii.) Students from affluent family background should avoid being financially extravagant but use their fat resources to help the needy and less privileged among them. While not being a Father Christmas they can afford to be reasonable in their spending and help others instead.

Relaxation and Leisure Time Use

As you leave the home circle your increasing freedom will require you to develop some reasonable level of independence mentally, socially and emotionally. This implies that you'll have to make wise use of your increasing freedom. Leisure means the free time you have after school and work to use as you like. Leisure relaxes and refreshes the part of the brain called hippo campus which is responsible for learning and memory; it makes it more conducive for more information. So as free as you are in choosing what you should do during your leisure time, it is good to note that what you make of your leisure time will go a long way in making or marring your school and future prospects. Remember that making friends and socializing are not the only aspects of leisure. Here are the positive ways students can use their leisure time:

* Engaging in activities that will inspire and develop you in areas other than academics e.g. sports, skill acquisition in arts, acting, tailoring, gardening, computer programmes, business skills, bakery, cooking etc. These will put you on the pedestal for developing salable entrepreneurial mindset and skills.

* Engaging in religious activities like choir, bible studies, teaching catechism, altar services, assistance to church personnel etc.

* Watching educative films will not only enable you relax and rest but it will help you learn moral lessons that will nurse
your prospects to healthy heights.

* Visit good places of interest like museums, cyber cafes, counselling personnel and exchange of novels with friends.
* Meditation – you can also use your leisure time to meditate on any topic of your choice at anytime. You can do this by staying in a quiet place alone, or withdrawn into yourself to think out. This will propel you to develop a vision for yourself, to dream lofty dreams and to develop self motivation to enact your faculties towards attaining such visions.

Bad use or negative use of leisure time

Negative use of leisure time include spending too much time on phone calls, extra cool, useless T.V shows, all night parties, hanging out with irresponsible students who engage in drug peddling, financial extravagance, premarital sex, alcoholism and indecent dressing. These will not benefit the student much. Others include:

* Staying long hours in dark corners with members of the opposite sex
* Visiting dangerous places like hotels, beer parlous and pornographic films centers.
* Engaging in mischief that will cost you punishments during your leisure time
* Unnecessary travels.
* Watching bad movies that project killings, disrespect immorality etc.
* Engaging in illicit affairs

On the whole, nobody may query you for choosing what you do with your leisure time but how well you use it can enhance your quality of life in other aspects like academic, emotional, spiritual and moral.

Friendship and dating

Friendship is one of the greatest gifts to humanity because everyone enjoys the company of others. As humans we are social beings by nature and so no one really likes seclusion right from childhood days. Friendship is the art of getting attached to other people you like. Everyone has the need for social attachment which also defines one’s personal identity. This is because the kind of friends you keep can have great impact on your personality as the saying goes that: “show me your friend and I will tell you who you are.” The art of making and keeping friends is crucial and requires learning some friendship skills. Here are the tips.

* Develop virtues that make you dependable like hospitality, patience, calm, honesty, truthfulness because people prefer friends who are dependable.
* Learn the art of right language; be polite in expressing yourself while being confident about yourself.
* Develop a good sense of humor because friends enjoy those who make them happy by sharing happy moments and good humor.
* Develop sound self discipline which is the bedrock of good character. Friends would prefer those whose character will not be an embarrassment to them.
* Be receptive and approachable with a cheerful countenance and sociable disposition.
* Never portray or brag about your superiority before your friends who might find it distasteful.
* Do not abandon a friend in difficulty or need because this is the test of true friendship.
* In school keep friends whose way of life is not too variant from yours, to avoid unnecessary distraction.
* Befriend a professor i.e choosing brilliant and well mannered friends who can influence your life positively. Remember bad company corrupts good manners but a friend of the wise shall be wise while a friend of a fool will also likely be foolish. Iron sharpens iron; an intelligent friend will pull you along academic lines so be choosy in matters of friendship and avoid ruffians and blockheads as well as those who indulge in vices like drug abuse, financial extravagance, illicit affairs, indecent dressing etc. choosing good friends can bring you wonderful opportunities and inspiration.
Dating

Dating is a little different from just friendship. It is a social and romantic appointment to a member of the opposite sex. This social engagement has some courtship character that offers a chance to get to know a person better. It offers the opportunity of assessing the other person's suitability as an intimate partner. It is good to note that dating requires a little more maturity and so it will be better for you to attain some level of maturity to be able to enjoy this interesting stage in your life. This is also because of the enormous responsibility involved in dating which might divide your attention from school at a very crucial time. Being matured and responsible requires that you are able to develop respect for yourself and others. It's better thus to wait till you can think more wisely and reasonably so as to give a reasonable share of your time to your academic work even if you have to date. This will also help you understand what dating is and the types.

The types of dating include.

a.) Traditional dating - by social contacts depending on your mutual agreement be it meal time, parties, entertainment etc.
b.) Speed dating - meeting in a group for hours in public but with no room for personal interrelation.
c.) Mobile dating - using mobile phones to indicate interest for acquaintance that may be otherwise inaccessible.
d.) Singles event, where a program is deliberately organized for singles to meet new people at parties, games, workshops, and religious functions to facilitate their interactions.

Tips for good Dating

Whatever mode of dating you may adopt, it is worth doing it well to your advantage especially for girls. The tips for good dating include.

* See dating as an opportunity to select and not just hoping to be selected. Never appear so desperate like a beggar wishing to find favour.
* Start dating only when you are matured enough to think and act wisely so that no one takes advantage of you. Get to make your principles as to what you really want in a relationship.

Human Relating

As social animals our survival involves relating well with others in transactions or exchange of stimuli. Human relating thus involves both verbal and non-verbal communication (i.e. exchange of verbal and non-verbal stimuli). It is therefore important to develop sound ways of exchanging such stimuli since communication is the hallmark of and represents over 70% of human relationship. This is to say that a lot of what goes on between two or more persons is communication. People give out stimuli and receive responses from simple to complex circumstances. E.g. of such exchange of stimuli-responses is given in the following conversation.

Kate: - Good morning bro, how are you?
Suther: - I'm fine, how are you too?
Kate: - Oh boy! You look good this morning.
Suther: - Thanks for your kind words.

The above illustrates an exchange of stimuli and responses at a very simple level whereby verbal communication has taken place which may or may not accompany non-verbal cues like a wink of the eye, a hug, a sarcastic look etc. Such non-verbal cues or stimuli add to the value of the verbal messages, either affirming them or contradicting them and thus introducing discrepancies or complications in a transaction. Verbal messages alone may also...
carry some concealed meaning. It is thus necessary to develop skills like knowing the meaning of words in varying circumstances.

Relating with others is geared towards satisfying one need or the other be it physical, emotional or whatever giving responses to stimuli. So be it verbal or non-verbal communication you must be thoughtful to identify the needs of the other person as well as your own needs that you want met. It is important to note that no matter how hard working and brilliant you might be if you cannot connect with the people around you in the home, school and even at work or social gatherings you may likely suffer some deficiency in some aspects of your life. Human relating requires first and foremost, some amount of genuineness, you should try to be as genuine as possible when relating with others. Let them see you and the situation as it is without faking like the bible says, let your yes be yes and your no be no. These ten commandments of human relationships prove useful in relating with others, be it at home, school, work and other social settings.

1. Speak with or to people you meet - A cheerful word of greeting accompanying an eye contact can get you connected with people easily.

2. Smile at and with people - It takes 72 muscles to frown and only 14 to smile and the difference comes in your voice that can be observed even over the phone. So smile a great deal as you have much more to gain.

3. Call people by their names - The sweetest music in someone’s ears is the sound of his/her name as you call. We all value our names. So never take someone’s name for granted by saying “you”, “this person”, “that your name” etc. say it correctly and as fondly and often as is necessary.

4. Be friendly and helpful to others - To be able to get friends and build relationships you must learn to be a friend first.

5. Be cordial - Sincerely speak and act as if everything you do is genuine pleasure.

6. Be genuinely interested in other people. As humanly difficult as it may be if you try, you can like almost everybody (i.e even if they don’t like you) people don’t care how much you might know what until they know how much you care about them.

7. Be generous with praise and as genuine as you can be. Praise people who deserve publicly while corrections should be done privately. You are bound to penetrate and win at whatever task with this type of disposition. Moreover a praiseful life enkindles an ever burning light in your eyes.

8. Be considerate of others’ feelings even in controversies and arguments. View the 3 sides of controversy: your side, the other’s side and the right side and keep your ego and emotions in good check. This is to say that you should be objective as much as the situation or facts demands instead of being too subjective.

9. Be alert and don’t be carried away by selfish tendencies.

10. Have or develop a good sense of humor. Don’t always take yourself too seriously; cultivate the habit of making fun and cracking jokes to interject with your chores and transactions as the need may be. This is a clever way of curtailing build up of emotional stress.

Test yourself.
1. What is persona-social development?
2. Highlight 5 manners for public life.
3. What is the difference between friendship and dating?
4. Give 4 ways each of positive and negative use of leisure time.
5. State 6 commandments of human relationships.
CHAPTER SEVEN

Sex Education

Sex education is a broad term used to describe education relating to human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, birth control, abstinence, contraception and other aspects of human sexual behaviour. Sex education may also dwell on all aspects of one's sexuality including body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexual health and prevention of sexually transmitted infections (STIs).

You can learn about sex from informal sources like parents, care givers, friends as well as from all sources in schools and books and other educational resources. It is important to get the right kind of information on sexuality matters. This will amount to creating awareness in males and females of the need to learn to take appropriate decision and responsibility in whatever stage of development regarding friendship, sex, male-selection and other marital issues. Of course such decisions will be guided by socio-cultural as well as moral, economic and spiritual expectations of one's community. This chapter will thus highlight on matters of self awareness, proper and improper expressions of sex as well as adolescents' psycho-socio problems relating to sex and sexual health.

Self Awareness

The first distinguishing sex features are the primary sex organs: the penis of the male and vagina of the female. From the early years of life these two primary organs are seen as excretory organs as they are used for off loading urine. In the pre-adolescents stage in spite of sexual latency the individual begins to experience sensation with just a touch on these sex organs.

According to Eke (2003) the adolescence stage comes with the burst of sex fire from inside accompanying the development of secondary sex characteristics.

- The girls/females develop breast which may become sensitive they may also experience the menarche, i.e., the first menstruation as well as growth of hairs in the private part and armpits. Due to increased secretion of hormones, the skin become smoother, glower, the female figure more adequately defined into a figure 8 with broadening hips narrower waist and full busts. The voice may also get more refined into a melodious female voice described as bedroom voice.

- The males also experience changes in secondary sex characteristics. The penis increases in size and function, gets tense not only when urine charged but also when there is a sensual female presence. They may also begin to experience the first thrilling excitement of sperm release in wet dreams or daydreams. The male also experience breaking of voice, broadening of shoulders and growth of auxiliary hairs on the chest and beards.

The changes in secondary sex characteristics in both male and females create awareness of the fact that one is matured for the sex functions of reproduction. This is biological maturity that has a lot of other responsibilities like psychological, economic, moral as well as socio-cultural expectations. At this time therefore, one should beware of the challenges of the biological maturity. The female should calm down and get mentally ready to take care of her menstruation, perspiration and other changes while the males should come to terms with the sporadic discharge of sperms. It will culminate into sounder knowledge and maturity necessary in human sexuality matters.

The bottom line, here is that you need to attain maturity in other areas like emotionally, economically and even vocationally and socio-culturally to be able to curtail the intrigues of sexual behaviour so as to manage the attendant crisis or stress. You must handle sex matters widely awake else it might take advantage of your oblivion. Don't listen to the advice of people that may misguide you to go into sexual acts just because you have come of age. Such people will in future not even look your direction after quenching the fire of sex with you. You must be wise enough to avoid regrets.
Proper Expression of Sex
The human sexuality has been designed ab initio for and is embedded in glory if properly expressed by both parties. The proper ways of expressing sexuality include:

* Maturity- sex roles are termed in societies as adult roles because of the responsibilities that come along like family life, marriage and economic responsibilities. The joy and passion of human sexual activity should therefore be experienced only in healthy and responsible human relationships.

* Sex is expressed properly in commitment. It requires that undertakers in sexual activity be committed in love and faithfulness.

* It involves exclusive practice; not to be shared with just anyone else. Multiple partners in sex is an improper way of expressing sex that will bring betrayal and added sexual stress.

* It requires permanence which abhors experimental and casual sex.

* It requires privacy and not to be paraded by indecent body exposures. In spite of this it requires openness and proper communication between the partners.

* Proper sexual expression also requires self control. One should discipline the self not to arouse it prematurely. You may attain this self discipline by sublimating inordinate sex energy and drive into some other passionate and creative work like sports, gardening, designing, writing, music etc to get it expressed in harmless, productive ways.

* You should view sex as a wonderful gift and design of nature.

* Proper expression of sex requires that you view sex as being subject to your will and mental control, so you have the free will to say no to it anytime.

* Sex is neither shameful nor secular but it's sacred and joyous between spouses. You should develop the right/positive attitude to sex.

Improper Expression of Sex
The human body is potentially good and so, our behaviours should not reduce it to an object of scorn. Rather our behaviours, dress code, language and other acts should all reflect respect for modesty, privacy and human dignity. The improper ways of expressing sex include:

* Immodest or indecent dress code which exposes some sensitive body parts. The human body is sacred and just like the bible says the parts of the body that are seen as least and hidden are the ones that are most often clothed and covered for protection.

* Lack of common sense- invading people's sexual privacy and undue exposure of your own is not proper. Matters of sexuality demands for interplay of common sense; avoiding unnecessary invasion of one's privacy emotionally and physically.

* Demonizing sex- The idea that sex and sexual feelings are evil is a distortion. Pretending that sex is not there or is inconsequential is also an improper way of going about human sexuality. We should therefore view sex with all due respects while putting it in its proper place and function.

* Pornography- Attempting to express your sexuality in pornographic materials like films, books, magazines etc is an improper and a mediocre way of learning about and expressing your sexuality. These materials are considered unpleasant and offensive because they may arouse you inordinately in uncultured manners. Pornography will also dampen your will power to learn the right things about sexual activity and even your appetite for good readership of useful books. So never make a habit of pornographic viewing.

* Hanging out in dark corners and engaging in illicit premarital sexual affairs. Sex has a blissful pride not be treated like an ill-fated matter that should be handled in dark shoddy corners instead of handling it in the wake of your senses. Treat sexual matters with bold dignity and nobility.
Adolescent Psychosocial problems relating to sex

The adolescent period is full of stress especially with the unfolding realities of their maturing sexuality. The matter of note is that the natural urge bombards the young person with a lot of psychosocial problems. It is some inhibitions about sex in human societies which help in checking sexual behaviour among the youth. If left unchecked actually, sexual activity among adolescents can bring problems that will affect the psycho-social and educational well-being of the individual. These problems according to Ifelunni (2003) include:

a. Unwanted pregnancy - because your body is matured biologically to undertake reproduction, unchecked sexual behaviour may result in unwanted pregnancy for the girl. This may embarrass both the boy and the girl, it may also put a stop to your educational career prematurely, leaving you an illiterate to contend with an uncertain future. Such pregnancy may earn you social rejection even among your peers and relations. Such may also jeopardize your chances of getting suitably married in future. Sexual activity is accompanied by a lot of responsibilities that are too big for the young mind of an adolescent to manage so it is advisable to stay action on sexual relations before marriage or before you are matured enough to avoid all these.

b. Premarital sex can also earn the anger of God and your parents. In line with the culture of virginity and chastity, parents get further honor when their children are upright morally. Moreover not engaging in premarital sex will get you more focused on your studies so that you can attain success and bring honor to your parents, God’s plan for sexual activity is for married people and so engaging in sex before marriage will earn us punishment from God.

c. Unchecked sex can also predispose us to sex-sickness or sexually transmitted diseases (STDs). When sexual activity is indulged into indiscriminately among unmarried youths there is the danger of contacting sexually transmitted diseases which are very dangerous. In fact STDs have always been primary on the list of very agonizing and stubborn diseases that have given medical scientists hard nuts to crack. Apart from the difficulty in finding cure for such afflictions, sex related sicknesses may leave permanent marks on their victims. The common STDs include:

i. Gonorrhea is caused by microscopic bacteria called Neisseria gonorrhea transmitted through sexual activity between an infected person and a healthy person. The symptoms include: Pains in the private part, frequent but difficult urination and discharge of milky or yellowish substance from the private part. Such symptoms take longer to manifest in females than in males.

ii. Genital Herpes - This is the transmission of the herpes virus type II during sexual intercourse. The genital herpes is said to be very infectious and incurable. The infection which may appear from 3 days of contact with an infected person has symptoms such as:- Blisters around the private parts, itching as well as muscle aches and fever.

iii. Genital warts - These are outgrowth of small hard knotty growth or lumps on the skin around the private parts of both male and female. Although painless, they are unsightly and can be spread through sexual contact.

iv. Syphilis - This is a serious STD carried by an organism called treponema pallidum. It is said to manifest in four stages: the primary stage that comes with pimples like rashes that are usually painless through the secondary, latent and tertiary stages where there is permanent damage to body parts like the skin, bones, heart and other internal organs. Such damages might result to ultimate death of the victim.

The matter of importance in STDs is that they defile immediate medical cure such that as one gets cure another notorious one appears. The problem also is that owing to the involvement of private organs, most people shy away from seeking medical attention until much more damage gets done. The common STDs are highlighted here to help you to be watchful and more responsible in sex related matters.
HIV/AIDS in the society

The two words HIV/AIDS are acronyms formed from the following: HIV - Human Immuno-Deficiency Virus. AIDS - Acquired Immune Deficiency Syndrome. The Human Immuno-Deficiency Virus (HIV) is a virus that attacks and devours human immunity which serves as the human protection mechanism. The human immunity has the power to protect the body from ordinary invasion of diseases and also supplement and compliment medication given for ailments. When the immuno-deficiency virus (HIV) comes it devastates the immunity and makes it inadequate to protect the body from invasion by diseases and even to support medication. The individual so attacked by the HIV now acquires a condition known as Acquired immune-deficiency Syndrome (Aids). This condition is termed a syndrome because it is not just a disease but a group of diseases that typify the presence of HIV. It is when the HIV has completely broken down the body immune system that AIDS appears since the body's natural resistance to infection has being made weak.

HIV/AIDS afflicts people of all ages from any socio economic background. The methods of HIV/AIDS spread include situations that allow body fluids of people to mingle for example:

- Unprotected sexual intercourse with an infected person.
- Transfusion of unscreened blood.
- Sharing of skin piercing instruments such as razor blades and needles.
- From an infected mother to unborn baby at birth or through breast milk;

Even though infectious, the HIV virus is not spread through ordinary contacts like handshake, embrace or hugging, eating together, sharing cloths or toilets or even swimming pools, it is also not transmitted through mosquito or insect bites.

Symptoms of HIV/AIDS

The common complaints and signs on people infected with HIV/AIDS include among others:

- Unexplained weight loss
- Chronic fever and fatigue
- Persistent cough for over one month.
- Diarrhea persisting for longer than ordinary.
- Itchy skin rashes and other skin infections
- Loss of appetite and other opportunistic infection
- Recurrent herpes simplex infection

The pointer here may be that these symptoms could be intermittent or continuous. Check your status to clear doubts.

Prevention of HIV/AIDS

As yet, there has been no established cure for HIV/AIDS infection. The saying that "prevention is better than cure" here becomes of greater value since cure is not even available. How then do you protect yourself from contacting HIV/AIDS?

i. Abstaining from sexual relationship at the crises prone stage of adolescence. This will enable you mature naturally and be more responsible enough before considering sexual matters. This will train you to be more self disciplined.

ii. You must develop a sound attitude towards safe sex by use of condoms, if you must have sex before marriage and refusing casual sex. Getting careless with your sexuality spells doom in terms of contracting HIV/AIDS.

iii. You should avoid sharing needles, syringes, razors and other skin piercing instruments with others whose status we may not know.

iv. Don't even share toothbrushes with others.

v. We should also shun oral sex and anal sex which are added avenues for the spread of the HIV virus.

vi. Avoid transfusion of unscreened blood.

vii. We should also avoid blood oaths by sucking another's blood.

viii. Avoid use of illicit drugs that may require sharing of blades or needles.

It is important to note again that making conscious efforts to protect yourself from contacting the AIDS virus should be of greater importance to you than having to manage with the HIV/AIDS infection.
Putting your sexual behaviours in check

The periods of spinster-hood and bachelor-hood are crucially important in your sexual life. It is the period that spans from adolescence to the determinate stage of sex-option for marriage or celibacy. As said in preceding sections it is a crucial period in that whatever you do of your sexuality is a seed sown for your sexual future. If you toy with it through careless sex adventures it may leave a permanent hideous mark like mischievous sexual behaviour in marriage or sexual roguery in celibacy. It may even earn you STDs as above. Be cautious against unwarranted sexual escapades while at this stage which may likely lead to later regrets, troubled relationships, and unsettled sexual future. This requires that you should develop a positive attitude towards sexual matters and guide it jealously. True is the saying that, those who intend to see tomorrow must guide today. As adolescents you should begin to change your behaviours in the following ways:-

a. Resisting your sexual urges - Sexual urge is a natural instinct which has to be trained, by your will power. We can save ourselves from the problems of STDs by saying no to our sexual passions as well as sexual demands made on us. You must also stand by your no especially that you don’t know the other persons health status.

b. Getting busy with yourself - The saying that an idle mind is the devil's workshop is very true in sexual matters in, that once we are idle all sorts of devilish thoughts and ideas find a place in us. On the other hand when you are well occupied with assignments, reading, research, sports and other useful activities your mind will not accommodate evil thoughts that will nurture unnecessary sexual urges.

c. Getting closer to God’s principles on chastity - This means not just going to church but also getting more involved in church activities like, bible studies, choir practices as well as other religious engagements. These will be a boost to your moral education to clear your doubts about God's commandments and principles on chastity.

d. Living within your means - There is the societal error that you may be tempted to yield to sexual demands of people who entice you with money or other material gifts. Such gifts are not well intentioned because they compromise and devour your innocent body. Living within your means (especially the female students) imply that you should be contented with the money and things your parents can offer you so that you don’t fall prey to such wicked whims. Aside from that your body is worth more than such material/monetary gifts.

e. Practicing safe sex - You must note that unchecked sexual behaviour is the root cause of the dreaded HIV/AIDS and other STDs, so to be free from such infection then you should avoid premarital sex. If by any chance you choose to do otherwise then you must be responsible for your actions by protecting yourself or practicing safe sex. This you can do by:

* Using condoms in any sexual encounter.
* Stick to and remain faithful to one partner.
* Maintaining high level of personal hygiene.
* Also avoid unwarranted occasions like all night parties, use of drugs and alcoholic drinks that will arouse your sexual feelings and make you unconsciously compromise unsafe sex or casual sex.

Test yourself

1. Define sex education.
2. State 5 proper ways of expressing our sexuality.
3. State 3 improper ways people express their sexuality.
4. What problems are you likely to experience as an adolescent with an unchecked sexual behaviour?
5. In what ways can you check your sexual behaviour?
CHAPTER EIGHT

Civic Responsibility

According to dictionary.com civic responsibility is the responsibility of a citizen comprising of actions and attitudes associated with democratic governance and social participation. It is participation at different levels of governance, be it at the school level, church affair or religious activities as well as volunteer and community development matters. You can display your civic responsibility in actions like advocacy for social causes, political, civic, economic, environmental and pro-life issues. Civic responsibility is important in one's life as it paves way for the success of democracy and philanthropy to make society as free as possible for all. It ensures that individuals are trained to uphold and imbibe democratic values as provided for in the National Constitution and the Bill of Human Rights. These values include:

a.) Justice, freedom, fairness, equality,
b.) Unity in diversity,
c.) Authority and privacy
d.) Due process and rule of law
e.) Right of property and participation
f.) Truthfulness and self respect
g.) Patriotism
h.) Human rights advocacy
i.) Tolerance and self restraints
j.) Mutual assistance

Knowledge of civic responsibility will make the youth responsible citizens and active participants in community and governance. Civic responsibility also brings a social force that binds you to the course of an action demanded. It makes you imbibe a sense of duty knowing that

* every right you have implies a responsibility
* every opportunity implies an obligation and
* every possession a duty.

In this chapter therefore, we shall be looking at some aspects of civic responsibility like self-discipline, leadership, followership, peaceful coexistence, the franchise, community development, religious activities, industry and selfless service.

Self Discipline

Self discipline is the conviction by the self (yourself) to do the right thing in all circumstances even if nobody notices. It is the ability to reject instant gratification in favour of something better. It is giving up of instant pleasure for higher goals. It is the self-will to make wise decisions, stick to them and not to change your mind too often in order to reach worthwhile goals. On the whole, self discipline involves self government with the aim of constant improvement based on self judgment.

Self discipline is a good asset as it gives you inner strength to do right and to overcome vices like addiction, procrastination, laziness, and to persevere in whatever you do in spite of difficulties. It helps you to control your emotions and resist temptations and distractions that may stand in your way of attaining set goals. Self esteem, confidence and respect which can bring you happiness and a sense of fulfillment self discipline can also help you gain mastery and achieve greater success in your studies, career, sports, business, and relationships and spiritual matters. It can also help you to overcome shyness, fear, laziness and other feelings of incompetence and weakness and in developing a skill. Lack of self discipline on the other hand can cause failure in attaining set goals, health and relationship problems, obesity and other infantile tendencies.

How do you develop self discipline?

Self discipline is not imposed on you from authority figures; you think out and decide you will abide by such principles for a disciplined life style. This means you must be conversant with societal values and norms regarding good discipline and then start out with small things like

* Train yourself to put things in their right places like books, clothes and cutleries. This will bring you the culture of orderliness that helps you function without a myriad of distractions.
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Make yourself organized – Get acquainted and fall in comfortably with your school schedule activities and leisure to complement such school schedules. Apart from keeping you out of reasonable trouble as a student it will also enable you control/manage your time well.

Don’t always seek to be entertained but cultivate the habit of doing productive things as well. You can even derive entertainment from things that are challenging, motivating, productive and creative.

Develop good time conscience – i.e the habit of punctuality from your early school days. This will mark an organized life and it shows respect for others and their time.

Keep your word – Don’t undertake what you cannot do but when you make commitment see them through.

Finish what you start – Do not yield to intimidation of stress and lethargy to leave some work uncompleted as this will only earn you sad memories. Finishing a task is an important key to developing self discipline.

Do the most difficult parts first – In all situations there is the easy and difficult parts so always choose the difficult part when you are more highly motivated for the task.

Accept corrections and work on them. Corrections well made help you to develop self discipline by showing you what you need to avoid. As contained in Solomon's proverbial teaching, “Listen to counsel and accept discipline that you may be wise the rest of your days.” (Proverbs 19:20). Self discipline requires sound judgment which comes from good counsel.

Practice self denial – Learn to say no to some of your feelings and unnecessary impulses. You can also occasionally deny yourself of some legitimate pleasures; your cheese, ice cream, skipping juice/dessert after meals etc. This will remind your body that you are in charge of even your senses.

Welcome responsibility by volunteering to do things that need to be done. This will force you to organize yourself in such a way as to have excess time for such.

On the whole, self discipline yields better results than external or imposed discipline, its more noble.

Leadership

Leadership among the youth is the practice of youth exercising authority over themselves and others as they do so they gain skills and knowledge necessary to lead civic lives with community organizing activities that make you relevant in your society. Taking up leadership roles in school as a prefect, monitor or group leader will guide and give you a broad view on life so as to make informed decisions about education and career matters.

You should note that leaders are not just born but made so never shy away from leadership opportunities. With good training you can be your model of a leader. That is to say that you should develop a sound character and virtues that will form sound bedrock to your leadership. Ways of developing good leadership include:

a.) Develop the authority of a well formed character as this may help you not just have to exercise authority over your student subjects but capitalize on your moral strength.

b.) Make it a point to practice good virtues as this will develop sound maturity and enhance your self confidence, consistency psychological stability, joy optimism as well as a sense of freedom and responsibility. Leading by virtue ethics will ensure humaneness in service based on moral good.

c.) You must be guided by the outcome of your actions and be guided by the value of such.

d.) Learn to practice the seven virtues of leadership which include humility, courage, integrity, compassion, humour, passion and wisdom. These will equip you to meet leadership challenges at this youthful stage of life.

Followership

Followership is a discipline of supporting leaders and helping them to lead well. It entails submission to leaders and good recognition/care of leaders in gratitude for their willingness to lead others.
Followership and leadership relates like the two ways of spreading light which is to be the candle that gives light or the mirror that reflects it. Either way is important, following is as important role as leading and it is as much honour to follow leaders as it is to lead. This is because as a good follower you succeed in moving the world by the tiny pushes of honest work (in your morning functions, school labour and clean up as well as being punctual to school schedules) followership thus demands that you do what you can when it will make a difference no matter how little. Following well your student leaders will not only give them quality leadership, it will also honour you as someone to reckon with.

**Peaceful coexistence**

Youths are assets of inestimable value to society as human resources for solving societal ills. This is so because at this formative stage of your life you are likely geared towards greater use of your mental acumen and physical strength. As potential leaders therefore you have a lot to offer in defense for national unity at the grass root.

By peaceful here, does not just mean calmness, quietness and absence of hostilities but a state of completeness, wholeness, perfect well being, welfare, prosperity and good health. Peaceful co-existence thus means doing everything possible to scatter peaceful attributes to all as we live with them. Treat others with respect and decency. Beginning from your little corner in the hostel, home and classroom learn to do your bit to bring about the peace and prosperity of your family, school and community at large; this will culminate to national peace wherein lies your own peace too. Things will go well for us if they go well with our community and country. So take the lead in doing right to show your world how to live a higher life of peace, calm, resilience and nobility.

Try and avoid anger because it blocks your sense of good reasoning causing you to cut down the peace you might have built. If you control your anger you may not act so wrongly nor use harsh words to undermine a peaceful coexistence. The following hints are useful in developing peaceful co-existence:

- Take corrections and avoid unnecessary arguments and struggles.
- Words are powerful so learn to use positive and kind words on others and yourself.
- Learn not to grow angry when someone is already angry.
- Note that even if we cannot control others’ mood we may influence them by our self restraints or the way we control ourselves.
- Avoid selfish tendencies.
- Seek good counsel to deal with issues beyond your wisdom but avoid gossiping or backbiting.

Aside from all these we have the sovereign responsibility of praying for our community and nation as well as using our youthful potentials to develop lofty thoughts and ideas for our community.

**The Franchise**

Franchise simply means the right or privilege expressed in different ways like in

- **Suffrage** which is the civil right to vote and be voted for in an election. Such right is granted by an authority or government for either way participation in electing representatives to the national legislature or parliament.
- **Economic franchise** - This involves licensing of trademarks and methods of doing business like the exclusive right to market branded goods or merchandise. Such right may also be given to corporations or bodies to operate public utilities such as electric and telephony services as well as information communication Technology (ICT) compliance in an area.
- **Media franchise** has to do with granting ownership of characters as well as setting of films, video, games and even a book.

There are regulations that guide franchise, if it is economic or business and media franchise, there may be rates to pay and corresponding services to be provided to the public or the area covered by such franchise; such regulations may cover an exemption from duty for reasons as provided as well as obligations from either
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If everyone is just free to vote and be voted for without constraints then there may be far reaching implication on the polity. There has been a lot of transformation in political dispensation concerning suffrages but the latest is that any person aged 18 and above has the franchise to vote political leaders. This lays an obligation on you to get well acquainted with the political life of your society so that you can make informed choices when you go to vote. As for the right to be voted for, other preconditions may include certain educational attainment as well as some level of maturity.

Community Development

These are community related programs that are directed at helping young persons. They involve community organizing, volunteer activities, peer relationships, mentorship, basic community service schemes, youth led media and councils as well as youth targeted political organization as in civil engagements and sports development. It is good for you to find out and join youth schemes that may interest you because of some social forces that have changed the landscape of family and community life (like family mobility rates and the level of anonymity that has continued to manifest even in village neighborhoods). Coming together in communal efforts would in no small measure help in forestalling the multicultural and technological complexities that has characterized our world. These will help you to learn from fellow youths in your area in non-formal educational settings especially in your formative years. It develops supportive ability in you, makes you more committed and assist you to develop sound values based on spiritual, social and ethical principles.

The common avenues of youth involvement in community development programmes include Red Cross, Road Safety Association, Boys Brigade, Girls League, Scout Association and Sport Groups.

All these youth targeted organizations are useful in helping you develop positively while preventing involvement in problematic behaviours that would otherwise jeopardize your future. They will also enable you to develop civic skills as well as organizational communication, group cohesiveness, critical thinking and decision making skills.

Aside from all these the collective efforts of your youth group can yield in positive communal development like in recreational activities sounder parenting skills, personnel or manpower supply as well as partnering with adults to organize and run community related projects. Participation in youth community development programmes has become very necessary to compliment the predominant day school system of our time.

Religious Activities for youths

Religion as a system of belief and worship is a very crucial part of one’s life especially in the formative years. Religious activities can influence your life positively in several ways like:

* Unifying you with different people based on common belief.
* Helping you to learn and develop virtues of faith in God and yourself as well as charity, hope and love for fellow humans.
* It gives you grace and stamina to do away with some vices that may likely dehumanize you like greed, hate, violence, bitterness, arrogance, indifference etc.
* Above all religious activities will help you to develop sound moral values that will spare you the trouble of behaviour deficits that some young people may likely face.
* They will also help you guide your spiritual life early in life and as well develop some latent talents you are unaware of like musical skills and those of self expression. This will enable you to live godly lives and widen your sphere of spiritual and social contact.

We will now look at the common religious activities for students.

Common Religious activities for students include:

* Choir ministry – The choir society of any church is a well disciplined group due to the need to train on songs and choir matters.
* Group Bible Studies – involving an in-depth study of the bible and other theological matters.
Various other religious activities may be available in different environments like the Young Catholic Students (YCS), Fellowship of Christian Students (FCS) as well as Young Muslim Students (YMS) or Association of Islamic Students. The central point in engaging in religious activities is to enable you develop wholesomely. In any case we should not become too subjective nor fanatical on religious matters.

Test yourself
1. What is civic responsibility?
2. State 5 ways of developing self discipline.
3. Compare and contrast leadership and followership.
4. Write Short notes on
   i.) Peaceful coexistence
   ii.) Franchise
   iii.) Religious activities for students.
   iv.) Community development.

CHAPTER NINE

Value Orientation and Reorientation

Value orientation means knowing the right thing and the worth of things to keep you well balanced in life. It involves getting the right frame of mind about important matters in your life right from the beginning. Knowing what is right and doing it in the right circumstances can be very rewarding in life. This will make you give appropriate worth to your life and other possessions. When this is faulty with poorly developed values then the process of changing such poorly developed values to good values is termed as values re-orientation. In this chapter we look at:
1. Meaning of values
2. Some Examples of negative values
3. How negative values harm you and destroy society.
4. Some examples of positive values and how to acquire them
5. Behaviour modification through clubs and societies.

Meaning of values
Values are seen as the price or the worth we place on things, (objects and actions alike) values can be seen as somebody's basic ideas and beliefs about what is good, right, wrong or bad. It is a system of values that permits you to endure pains for a right cause. Values guide our general attitude and are useful in our lives because they supply the individual with a sense of direction.

They also supply the basis for individual as well as unified collective action. Values have influence on our goals, activities, decisions as they relate closely to our attitude and character translated into actions. Positive values show in our good conduct like greeting and respecting our elders as well as obeying rules while negative values which show in bad character may contravene both school rules and societal norms.

Some Examples of negative values

The extent of permissive behaviour in our society has bedeviled the Nigerian society with a lot of pervasive negative
values which interfere with sound judgment among young persons.
The common negative values include:

i. **African time syndrome** - this is the habit of keeping appointments late to such an extent that most public functions hold not earlier than one hour behind schedule. People prefer to be waited for than to come a little on time. The evil about this lateness to functions is that it develops a laissez-faire attitude in you and jeopardizes your sense of time and time use generally. As a student if you don't form the habit of respecting school schedules and routines by being punctual to school functions you may be as well promoting the negative value of lateness to functions in later life.

ii. **Petty jealousy and envy.** This is getting overly jealous or envious of a fellow student or neighbor who is likely doing well and sometimes better than yourself. This jealousy is accompanied by certain acts meant to pull down or cause distraction/disaffection (Pull Him Down syndrome). Such vices will keep you parallel to the success of others because as you use your strength to pull down others because they are doing better than you, you will be distracted yourself from achieving success. Rather associating with the success of others will bring success close to you as you will imbibe the basic tenets of success.

iii. **Materialism** - Nigerians are tended towards flamboyant lifestyles. This may cause you as a child to develop a wrong attitude to material wealth such that even as a young person you start off immediately scheming how to get rich. Fowl means of getting rich quick like truancy at work, kickback, ritual killings, thuggery, poor or ill-education etc are all negative values.

iv. **Sycophancy** - Because of the wrong orientation and notions about wealth acquisition people easily sell out a lot of their fundamental human rights such that they accept complacency in situations that require their proactive contributions to the society. Sycophancy means just taking sides with a group or party judged to be better off in order to avoid opposition and also to get other favours and protection. Sycophants allow themselves to look stupid like zombies. Even in school, you can see some students just pitching tents with the rich and powerful mates who may be otherwise rogues with nothing else to offer morally and intellectually.

v. **Tribalism** - This is the habit of ethnic or sectional consciousness and loyalty to the neglect of common good and a sense of justice or right cause. The evil of tribalism is that those who have no representation are never given a chance to prove their worth in society; talents are left undeveloped. Friendship is restricted and the potentials of "unity in diversity" may not be realized.

vi. **Sexual immorality** - As earlier discussed in preceding sections sexual immorality have a long lasting aftermath on young victims. Even if it does not ruin you, it dampens your zeal for education and other virtues.

Other negative values include examination malpractices, cultism, lack of respect, cheating, nepotism, egocentrism and corruption.

**How negative values harm and destroy you and the society.**

Because values have great influence on an individual's life; goals activities, attitudes and decisions and even beliefs, negative values have negative impact on one's life and society generally. Negative values cause harm in human transactions and relationships in the following ways:

a) Such negative values can disrupt smooth learning in school; you may develop negative educational values and no longer see rightness or wrongness as they are.

b) Sexual immorality may lead to some other evils like teenage pregnancy and school dropout. Even if you escape this you may get some sexually transmitted diseases (STDs) like the dreaded HIV/Aids which may likely undermine your educational vision and prospects.

c) Engaging in negative acts like examination malpractice or misconduct and cultism may also affect your schooling even
if you manage to progress from one level to another. You may achieve nothing much commensurate with your educational level, such that the deep sense of fulfillment of conscientious work will elude you. Engaging in cultism may bring untold hardships to you later on. No matter how rosy it may seem to you at the beginning. It may predispose your parents todo emotional torture and may even result to loss of lives (yours and/or your relations) and property.

d) Lack of respect for elders and poor family culture may deprive us blessings from significant persons in our lives. We may even lose their love. You may not know that for any act of yours you get corresponding reactions. So if you act without good counsel, haughtily and mischievously, you get similar feedback from people around you. Thus, negative acts we display may come back to us to destroy us little by little.

e) Petty jealousy will disrupt your struggle towards success since you don't seem to want it for other people. True is the African saying that "jealousy is like ashes that you throw on people they return back to you". When you pull others down because they are doing well you are invariably pulling yourself down and certainly you will still fall lower than your victim, so beware of petty jealousy and envy.

f) Dubious materialism is not the key to happiness as most youth are made to believe. When first things in your life like education, character training and discipline do not take their course in your life before wealth acquisition such may as well cause more harm than good. Because you may not have sufficient training and maturity to handle such wealth to advantage and as such it may in turn be an instrument of destruction in your life.

Other negative values like tribalism and sycophancy are all capable of destroying the fabric of society in one way or the other.

How to acquire positive values

Doing away with negative values entails that we must take on positive values. Positive values refer to what ought to be and not just what is. What ought to be has to do with societal norms; rules and regulations in the school. These norms are made based on moral guides of conscience, love and the golden rule and they have legal backings to enable students keep in good relationship with others in school and society. Here are some ways we can acquire good values that can form sound bedrock for a fruitful educational career.

1. Learning moral values in the home. It is the home that provides the first ever education for us especially that it comes at the crucial formative period of life. Since we don't learn moral values like school subjects in the classroom we must avail ourselves the opportunity in the home to not only learn but practice as much as possible all that we learn. Example practice respecting your parents and siblings and you will easily manifest such virtues in larger circles of school and society. You can learn other positive values like truthfulness/honesty, love, cooperation, non-violence etc.

2. Keeping good company - True is the saying 'iron sharpens iron', so keeping good friends will make one good too. A well mannered friend will make you unconsciously imbibe some of his or her good virtues but bad friends can lead you astray to engage in vices like drug abuse, sexual problems, financial extravagance and other unwholesome acts.

3. Engaging in religious activities - Being religious means getting acquainted with our religious teachings because such teachings help us to discern between right and wrong / good and evil. Such moral values learnt from our religion will guide us both now and adulthood. Such activities will also help us to identify and develop our hidden talents.

4. Watching educative films - The screen media has come along with a lot of explosive information that interfere with the acquisition of positive values. The home theatre most often than not promotes movies that model the youth towards vices like killing, disrespect, cultism as well as sexual immorality with impunity. Such movies have the tendency of daunting and dampening your educational values especially at the formative years. As students therefore we must avoid such
movies but rather watch educative films that will expose you to good moral training like those on documentaries, major learning concepts/contents.

5. Going for counselling – The school counsellor is a great educational facilitator at the disposal of all students. He/she offers educational services to boost the efforts of the school administration and teachers alike. You should therefore patronize him. The school guidance counsellor is trained to help you solve your problems, be they educational, vocational or personal-social problems like lateness to school, stealing, disrespect for teachers and school authority. Exam malpractice, failures, cultism as well as sexual immorality and home related crises may confront you but the school counsellor has the professional training to help you out. All you need to do is to trust and open up as well as keeping appointments given to you. Guidance talks and lectures organized by the school counsellor can also help keep you well informed rather than getting sub-standard information from just peer sources.

6. Obedience to school rules and regulations – Obeying rules in school and at home will prepare you for a well balanced life in society generally. Rules are meant to guide you, not to harass you as they provide clear boundaries for you to operate and keep reasonably out of trouble. As a student, you must develop the right notion towards established rules. If there is any need you want met that may likely contravene rules then make it known to the appropriate persons at home or school.

7. Good use of freedom – As a student with increasing freedom for independent transactions you must learn to make wise use of this freedom not just to socialize at the expense of your studies.

8. Develop a vision for yourself – Above all you must develop a good vision to propel you. Dream attainable dreams, nurse tall ambitions and value good life which will increase your mental, physical, social, moral, emotional and spiritual strength to attain. It's only what you envision that you can pursue. Decide on what you want in life, set your standard and work towards it instead of leaving everything to chance.

Behaviour modification through Clubs and Societies

The challenge from re-orienting our values is that we need to modify our attitudes and behaviours especially if we have negative values that make us exhibit bad behaviours. Apart from the ways of developing positive values discussed above, it is important to note that keeping company of good clubs and societies can be a wonderful boost in helping you modify your behaviours. The people you hang out with by way of clubbing and associates can really challenge you to model and take on good values. Examples of such clubs and societies include both at the community and school levels.

Football clubs: Many football fans now identify with one international football club or the other and hang out with fans of like identity while exchanging pleasantries with fans of other clubs. Apart from the recreational outlets of such associations they serve as avenues of getting in touch with others in your locality. Such contacts may likely bring a lot of positive change in your life.

Learned societies at communal or school levels can be occasions for exchange of ideas in natural settings. You can watch others' way of life like dress code, gait, accents as well as value orientations which may challenge you to modify your undesirable behaviours if you so wish.

Other societies or clubs that will in no small way enable you to modify your behaviours include Scout associations, Girls league, Boys Brigade, Red Cross as well as Road Safety marshal/Commission and relevant religious societies. These may help develop a supportive capacity needed to develop yourself and help to move society forward.

Test Yourself
1. What is the place of values in your life?
2. Identify 4 negative values you would want to drop.
3. State 3 ways such negative values can harm you.
4. Identify 5 ways of acquiring positive values.
CHAPTER TEN

Information Communication Technology (ICT) In Foundation
Level Education

Information communication Technology (ICT) is a range of
technological devices that are applied in the process of collecting,
storing, editing, retrieving and transfer of information in various
forms. Central in ICT is the computer device also known as the
screen media. In this chapter we will dwell on
a.) The key aspects of the information Age.
b.) The importance of ICT literacy at grassroot/secondary
education
c.) Guide to smart use of ICT at (secondary) school level of
education foundation.

The key aspects of the information Age
The ICT has ushered into history the era known as
information Age in the sense that it is a range of technological
devices that promotes an alluring exchange of information. This
rapid exchange of information and knowledge is most needed in the
educative process. The key aspects of the information Age are
presented as follows:

1. The computer device - This is the center of the screen culture.
The computer is an electronic device that is used for
processing data, storing, editing and retrieving as the need
may be. It is made up of the hardware which is made up of the
physical and technical components of the computer and the
software made of the programs and applications. The
computer is a wonderful resource in education with a lot of
applications. While computer can be learnt like any other
subject in the school it is most useful as an instructional
source for learning. Examples are the computer aided
learning programmes used in both the structured
mathematical subjects and the least structured subjects like
music. Sooner or later, much of teaching and learning will be
via computers hence the dire need for computer literacy
alongside elementary literacy and numeracy.

2. Power point and projectors – this is another key aspect of
the computer age. This facilitates the teaching/learning process
with lucid presentation of information.

3. The World Wide Web or internet – This is a crucial aspect
of ICT or the screen media. It facilitates interconnectivity. The
computer has an interface of accessing the internet and
connecting the world. Such connectivity can in turn bring
about on-line training, email services, research resources as
well as Web conferencing services to conduct online learning
across universities and other cooperate trainers in order to
save cost and time. The wonders of the World Wide Web
(WWW) can never be sufficiently stressed here.

The information galore of this age has hooked many
examining bodies on-line; work and job hunting are also on-line
even in the international community. At the moment the computer
device comes in different forms ranging from the desk top, the lap
top, the classmate or note pad and the palm top. Now internet
connectivity is imbued in most cell phones and especially
(smart/android) to provide adequate access to the World Wide Web
for all and sundry. This underscores the necessity of ICT in all
spheres of human endeavor and especially in education.

The Importance of ICT Literacy at Foundation (Secondary
School) Level Education
As seen above, computers serve as huge knowledge bases
and excellent communication media that has a lot more to offer in the
educational system. This makes integration of ICT into the educative
process very necessary. In fact ICT is now more often than not
considered as part of the core of education alongside reading, writing
and numeracy. No matter what level of education one may attain, if it
is short of ICT literacy then he is still viewed as an illiterate to some
extent. ICT has found applications in almost all spheres of human life
of which education should be at the fore as the sector that prepares
individuals to fit into all the other spheres. There is therefore the
urgent need for ICT literacy right from the foundation level of
education because of these:-
As observed above, in the near future much of the educative process will be via the computer or ICT. Children with adequate computer skills will therefore find a better chance of benefiting from the teaching and learning process. Early acquisition of ICT literacy is a life skill that will help in supporting lifelong education while enabling the individual to thrive functionally, efficiently and independently in the present dispensation. It will also develop self confidence in the learner which will enable him to do away with negative educational values.

Getting ICT at the foundation level of education will prepare students to meet life outside the school. School certificate and aptitude examinations as well as admissions to tertiary institutions are all going online now through e-registrations and e-examinations, while job hunting can also be done using the World Wide Web. Adequate computer literacy is fast becoming an eligibility criterion for almost all of the modern day jobs and even examinations leading to such.

In work situations early exposure to ICT education will prepare you ahead of time to be able to use computerized office operations like automation and in the business world, the banking sector, aviation industries as well as communication organizations.

In business centers and private sector businesses, ICT is applied in aspects of service delivery like payroll system, invoice automation stock control in departmental stores or supermarkets as well as bank transactions. It's also useful in word processing, data base management and desk top publishing and booking. Most importantly online businesses and online entrepreneurship schemes are fast becoming center place in commerce.

In the scientific field ICT is useful; exploration, weather forecasting, laboratory investigation, medical surgery and simulation. It is only adequate exposure of individuals to ICT at the foundation level that can imbue you with adequate requisite knowledge to handle such learning environments in later higher institutions and work related equipments when you take up such.

In the industrial set ups it is a sound base in ICT that can enable you operate automation of the manufacturing process as well as regulating temperature, pressure and weight. It is important to note here that as students at the foundation level of education we must grab every opportunity of self development by taking advantage of the information and communication galore presented through the ICT. It is an added advantage that enables you to excel educationally and even in work and business life. ICT education has become extremely important at the foundation level preparatory to success in future educational careers and so you should key into it.

Guide to smart use of ICT at Foundation (Secondary School) Level of Education

Uncensored use of ICT devices might hold a lot more dangers for children, so the International Education Associations suggest that such censorship should come as an Acceptable use policy (AUP) for the school. The AUP is a document that spells out the code of conduct as it applies to students' online activity in the school. Students should also note that the use of ICT in education requires adequate self discipline on part of the user to be able to get its full benefits.

The four smart uses students in the secondary school can put ICT to include.

I. Augmenting lessons attended – A computer with presentation software can provide a tool for augmenting lessons with outlines, statistical charts and tables, images, music and even video chips. In addition to printing them as handouts, you can save in-class presentation in a Web-compatible format for later retrieval or review and discussion. This can augment what is learnt at lessons.

ii. Electronic discussion – These can be used in form of e-mails Web conferencing software and online chat service that can
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bring out discussion questions before the class lessons. This will help draw out even shy students and bring the course to life over great distances and make the teaching and learning process livelier.

iii. Administration of lessons can be extended beyond the four walls of classroom with the help of a course web site, electronic discussion groups and email lists. While improving the continuity of learning, this will also help students to engage and learn from a wide variety of learners outside the course. This will give you a magnificent learning encounter in each lesson encounter.

iv. Paper/presentation – rather than just getting stereotyped assignments and exams from your teacher, students can use ICTs to perform more independent exercises for their peers. It is a useful tool in students tutoring and mentoring others (STUMEC) which is an ongoing and collaborative learning innovation.

The smart use of the ICT presupposes that a student needs a rich exposure to this technology early enough. The practice of some students shying away from computer lessons allotted on the school time table is very erroneous in that they are limiting and endangering their future prospects. You must note that the ascendancy of ICTs has made it an invariable constant in everyday life now and it has become part and parcel of human reality. Any student toying or rejecting the opportunity to acquire ICT education early enough is doing so at his or her own peril. You must therefore take advantage of this wonderful offer by the information age to excel educationally and in later career life.

Test your self
1. Give 3 key aspects of the Information age.
2. What are the crucial advantages of foundation level computer literacy?

Glossary

**Accent** - manner of pronouncing words and intonation that indicates the place of origin or social background of the speaker.

**Acclimatize** - to become accustomed to a new climate or environment.

**Advocacy** - active verbal support for a course or position

**Anomaly** - an irregularity or something that deviates from the norm

**Ambiguities** - a situation or an expression/statement with more than one meaning

**Argument** - to add something in order to make it larger or more substantial

**Articulate** - to express thoughts, ideas or feelings coherently/clearly

**Atrophy** - reduction in the functionality of an organ caused by disease, injury or lack of use.

**Automation** - replacement of human workers by technology, mechanical or electronic equipment

**Brawn** - strong muscles or lean flesh

**Celibacy** - an unmarried state, especially because of religious vows

**Collocate** - a word that is frequently or typically used to or with another word

**Concretize** - to make something solid, real or specific

**Consolidate** - to strengthen one’s position so as to increase depth and stability ones success.

**Congruent** - corresponding or with similar characteristics

**Contemporaries** - of the same or approximately the same age as somebody else

**Criterion** - an accepted standard used in making a decision or judgment about something.

**Cues** - signal or prompt to act or do something or say something.

**Cumbersome** - heavy bulky or complicated so that it's difficult to use.

**Diction** - right choice of words and spoken clarity.

**Egocentrism** - selfish interest only in personal needs and wants, not caring about other people and their outlooks
Electrochemical - relating to electrochemists or study of chemical change.
Eligibility- state of being qualified or entitled to do, get or be something.
Gait - manner of walking, running, moving or carrying oneself on foot.
Imbue-something rich with a particular quality
Inter alia - in the first place
Impetus - a driving or moving force.
Impulses - an instinctive or sudden urge to do something.
Insolence- showing an aggressive lack of respect in speech or behavior.
Jeopardize - to put somebody or something at risk of being lost, harmed, destroyed or killed.
Literary - things that relate to literature, writing or the study of literature
Lucid - clear and easily understood.
Mutilate- damage something seriously or inflict serious damage on it.
Myopic- lack of foresight needed for long term planning.
Myriad- too numerous to count and very diverse.
Nepotism- favoritism shown by somebody in power to only relatives and friends especially in appointment to good positions.
Oblivion- state of complete forgetfulness or unawareness.
Orifices- an opening, outlet or aperture on the body of a creature
Patriotism- act of proud support, identification with and defense of one's country.
Peril- exposure to risk, possible or imagined.
Proficiency- quality of high degree or skill in something.
Progression- a gradual change or advancement from one state or level to another.
Propelling- moving or pushing somebody or something forward.
Requisite- something that is very essential, necessary and a precondition
Roguery - act of mischievous and unscrupulous dishonesty variant
Further Reading


Joint Admission and Matriculation Board (JAMB) Current Brochure for each Admission Session.
