



Developmental Guidance At Nursery And Primary School Levels

EBOH, Ejiroghene Catherine

**Department of Educational Psychology Guidance and Counselling
Ignatius Ajuru University of Education, Port Harcourt, Nigeria
eboakpos12@yahoo.co.uk**

ABSTRACT

The need to institute guidance programmes in the nursery and primary school cannot be over emphasized, guidance programme is a developmental process which must begin at nursery to tertiary level of education just like the human developmental process. This implies that the mind of the child at this level is virgin and open needing to be filled up with good virtues through subsequent training, the kid begins to develop positively habits. We believe that a child's ability to manage his or her emotions, navigate interpersonal interactions and maintain a sense of competence and self-worth is foundational to successful learning. The guidance program focuses on children's competencies and builds upon the strengths that each child possesses.

Keywords: Developmental, Guidance, Nursery, Primary.

INTRODUCTION

The ever increasing needs of children and the expectations of today's society are on a collision course with the growing demands on our educational system. Educators and parents are challenged to educate all students at an ever-higher level of literacy to meet the demands of an internationally competitive, technological marketplace, even though societal and other factors cause some of our children to attend school ill-equipped emotionally, physically, and/ or socially to learn. Schools must respond by providing support for all students to learn effectively. The nursery and primary school level of education is the most important in all education levels. It is for this reason that it is labeled nursery and primary school. The nursery and primary school, are but part of the early education processes that prepares a child for the secondary school, among other numerous benefits

It is important to note here that both the nursery and primary school teachers and parents of the kids join hands to mould the mind of the child to a meaningful status. In the policy on pupil *guidance*, the *school* counselor works out a broad basic care for all pupils within their reach. The input from the *school* and the counsellor will be used in the *development* of the child, this will help pupils make appropriate study choice in the transition from *nursery and primary* education to secondary education.

Concept of Developmental Guidance

The need to institute guidance programmes in the nursery and primary school cannot be over emphasized, guidance programme is a developmental process which must begin at nursery to tertiary level of education just like the human developmental process. This implies that the mind of the child at this level is virgin and open needing to be filled up with good virtues through subsequent training, the kid begins to develop positively habits. According to Texas educational agency, "developmental guidance program" provides equal opportunities for all students to receive guidance and counseling. This developmental guidance and counseling program plays a vital role in assisting teachers and other staff in the integration of guidance objectives with other instructional goals.

Developmental guidance thus stresses help to all individual in areas of their educational, vocational and personal-social experiences at every stage of their lives. Some of the proponents of developmental guidance according to Uzeoshi, (2002) are, Wilson Little and Chapman A. L. who wrote a book titled "Developmental Guidance in the secondary school", Herman J. Peters and Gail Farwell who also wrote a book titled "Guidance, A Developmental Approach" and Robert Mathewson whose book is

titled "Guidance Policy and Practice". Developmental Guidance is therefore defined as the help given to maturing children to enable them grow properly and develop positive behavior. Developmental Guidance is a stage by stage guidance given to a child to enable him/her acquire their developmental tasks. These are demands put on individuals at each stage of development in order to promote satisfaction at the next stage. Developmental Guidance studies each child as an entity over a period of time, so as to understand his/her unique potentials and limitations.

The Need for Developmental Guidance

According to Ipaye, (1992) the following are some of the need for the formulation of developmental guidance.

1. The need to understand oneself
2. Need to develop personal potentials.
3. Need for self appraisal
4. Orientation towards present and future occurrences.
5. Need for self adjustment, as well as adjustment towards environmental demands and reality.

Developmental Guidance and Personality Development

Personality according to Eysenck in Egbule, (2000) is more or less "the stable and enduring organization of a person's character, temperament, intellect and physical makeup which determines his unique adjustment to his environment".

Also, personality is defined as that which permits a prediction of what a person will do in a given situation; it is concerned with all the behavior of an individual, both overt and covert.

Every individual is usually identified through their personality and it is that which differentiates an individual from others. Even though there different view on the definition of personality, there are certain basic issues or attributes that psychologists agreed upon.

1. Personality is developmental: this is to say that personality unfolds over a period of time. At every developmental stage of the child, particular personality trait will unfold.
2. Personality helps to understand individual differences.
3. Personality is unique: no two individuals are alike in personality, even identical twins.
4. Personality is a product of accumulated past experiences. For the above reasons, the individual needs developmental guidance in order to be able to adjust effectively at each stage of his/her personality development. Therefore, the relationship between personality development and developmental guidance is that, personality unfolds stage by stage and developmental guidance is needed at all of these stages for proper adjustment of the individual.

We shall consider Erik Erikson's psycho-social theory of personality development to illustrate the relationship between developmental guidance and personality development. Enomah (2000) cited Erikson (1963) proposes eight stages of psychological development with each representing an individual's encounter with his/ her environment.

1. Basic trust versus Mistrust (0-2yrs)
2. Autonomy versus Shame and Doubt (2-3yrs)
3. Initiative versus Guilt (4-5-7yrs)
4. Industry versus Inferiority (5-12yrs)
5. Identity versus Role Confusion (12-18yrs)
6. Intimacy versus Isolation (18-30yrs)
7. Generativity versus stagnation (30-60yrs)
8. Ego integrity versus despair (60 & above)

We shall consider the age bracket within nursery and primary school that is, 2-3- 12yrs.

Autonomy vs. shame (2-3): according to Feldman, this is the period, during which the toddler develops independence and autonomy, here, if exploration and freedom are encouraged, or shame and self doubt if they are restricted and over protected. This stage corresponds with Sigmund Freud's anal stage in his psycho-dynamic theory of personality. The major child rearing crises in this period is centered on bladder and bowel control. The primary development during this period is the development of large muscle system. The child at this stage wishes to test the new found sense of self (autonomy) which he has gained from the increased independence which muscle control generates. Sometimes, he gets

himself injured. Shame is characterized by concern that others are watching and that one may be caught while misbehaving. This therefore will inform the school counselor on the developmental programme to involve these set of children on.

Initiative vs. Guilt (4-5-7yrs): this is the period during which children of this age bracket experiences conflict between independence of action and sometimes negative results of that action (Feldman 1993). This stage also corresponds with Freud's phallic; Erickson assumes that children seek to discover who they are by attempting to be like their parents. They establish wider physical environment, develop a sense of initiative resulting largely from the child's increasing exploration and mastery of the physical and social environment. On the other hand, there is a sense of guilt and doubt resulting from occasional frustration of behavior.

Industry vs. Inferiority (5-12yrs): this is the period during which children between the ages of 5-12yrs may develop positive social interactions with others or may feel inadequate and become less social; this is the period during the middle childhood. The central scheme here is to develop scholastic and social competency. It is a period of sexual latency before the storm puberty during which children acquires a sense of duty and accomplishment and set out to win recognition. On the other hand, a sense of inferiority may develop if the child feels a sense of inadequacy and difficulty and hence, may become less sociable. From the above illustration, it becomes pertinent that guidance is needed at each developmental stage of life, as effective guidance will enable the individual to be properly adjusted at each stage of personality development.

Guidance at the Nursery School Level

It is necessary for the purpose of clarity to present abstracts from the national policy on education in respect of the relevance of pre-primary education in the entire network of the Nigeria educational process for her citizens. In section 2(9), the blue print of national policy on education explains the meaning of pre-primary education thus: 'pre-primary education is the education given in an educational institution to children aged 3-5yrs plus prior to their entering the primary school Okorodudu & Okorodudu (2002). The National Policy on Education further stated the purpose of pre- primary education in the section 2(10a-h) as follows;

1. Smooth transition from the home to the school.
2. To prepare the child for primary education.
3. To provide adequate care and supervision for the children while their parents are at work.
4. Inculcating social norms.
5. Inculcating the spirit of enquiry and creativity on the child through exploration of nature within the environment, playing with different toys, artistic and musical activities etc.
6. Inculcating co-operative and team spirit.
7. Teaching the rudiments of numbers, shapes, colours, letters, and forms through play.
8. Inculcating good habits, e.g. personal hygiene.

Developmental Tasks at Pre-primary Education

The following are the developmental tasks at pre-primary school which will guide the guidance counselor in helping the children based on the national policy on education's purpose of pre-primary education Egbuchulem (1998).

1. How to read and write
2. How to add, subtract, divide and multiply numbers.
3. How to develop social adjustment skills like respect for elders, tolerance and relating with other people
4. Inculcating emotional security as they gradually detach from their parents, control of aggression, anger, fear and anxiety.
5. Teaching good personal hygiene.
6. Language development.
7. Inculcate team and co-operative spirit.
8. Development of athletic skills.

Guidance Techniques

The counselor can use the following techniques to help the child face his/her developmental tasks Uzoeshi, (2002).

1. Play methods like singing and dancing
2. Audio-visual aids including television and film shows.
3. Books and magazines.
4. Recreational facilities for physical development.
5. Provision of good models that the child can imitate and identify with.
6. Give adequate attention to the child.

Developmental Guidance at the primary school level

Muro in Uzoeshi (2002) stresses that the concept of elementary school guidance as a preventive force is especially important in the prevention of delinquency and student drop-out and in the curtailment of aberrant mental health. In addition to this, elementary school guidance helps to sensitize adults (teachers and parents) on the individuality of each child.

Developmental Tasks

The developmental tasks at the primary school level as opined by Akopochafo (2000) include;

1. Achieving self responsibility.
2. Developing a sense of values and ideas.
3. Understanding some world of work.
4. Developing appreciation of the world of education.
5. Developing emotional, physical, social, moral and vocational potentials.
6. Acquiring good study habits.
7. Developing effective reading, writing and calculative skills.
8. Acquiring athletic skills.
9. Acquiring good morals
10. Establishing proper interpersonal relationship skills.
11. Tolerating other cultures.
12. Forming goals for going to school.
13. Achieving value clarification.
14. Understanding choices, making decisions and solving problems.
15. Developing positive self concepts

Guidance Techniques

The following could be used as the guidance techniques to help the child achieve the set goal of developmental guidance according to Okobiah (1997).

1. Film shows.
2. Excursions.
3. Individual and group counselling.
4. Psychological test materials including test and non-test instruments.
5. Autobiography.
6. Inculcating good interpersonal relationships.
7. Providing avenues for modeling.
8. Consulting with parents, teachers and significant others.

Conclusion

The guidance program is a proactive, comprehensive and developmental approach to addressing the wide variety of needs of our students. We strive to offer a balanced program that provides services through the four program components of guidance curriculum, responsive services, individual planning and system support.

We view our students as unique individuals with a variety of learning styles, areas of intelligence, personalities, capabilities, needs and interests. We believe that a child's ability to manage his or her emotions, navigate interpersonal interactions and maintain a sense of competence and self-worth is foundational to successful learning. The guidance program focuses on children's competencies and builds upon the strengths that each child possesses. As a result of participating in the guidance program, all students will acquire the skills and knowledge necessary to become productive, contributing members of society.

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