

APPLYING PSYCHOLOGY OF EDUCATION PRINCIPLES TO COUNSELLING EDUCATION; STRATEGIES FOR PROMOTING ECONOMIC RECOVERY AND SECURITY IN NIGERIA'S EDUCATIONAL SYSTEM

RAKIYA RABE (PhD) & BASIRU ABDULHAMID

Department of Psychology/Counselling
Federal University of Education, Kano
rakiyarabemusa@gmail.com; Basiruchamo92@gmail.com.

Abstract

Psychology education connotes the academic discipline concerned with the study of mental processes, behaviour, and emotional experiences, with a focus on teaching and learning. The principles of psychology education provide an essential framework when incorporated in counseling education especially in designs for curriculum and instruction, assessment systems for evaluating educational goal attainments, as well as for the systemic redesign of professional development programs and educational system structures. Application of the principles of psychology education in counseling education is a yardstick for economic recovery and solution security challenges. Basic concepts such as economic recovery and security were reviewed. The paper identified psychology education principles which includes principles of teaching, principle of motivation and interest. Counseling strategies in promoting economic recovery and security challenges include but not limited to having unconditional positive regard, having a third ear to the masses, genuineness, concreteness, value orientation, security consciousness, unity in diversity, congruence and devising effective therapy for the treatment of psychological problems. In other to ensure effective counseling education for security and economic recovery, the paper recommends sensitization of the general public, effective and functional counseling clinic in all institutions, recruitment, training and re-training of counselors and adequate remuneration of counselors as ways of improving effective counseling in the educational setting.

Keywords: Psychology, Psychology Education, Economic Recovery, Security.

Introduction

The pursuits of peace and security in educational settings has become a pressing concern globally. As educational institutions strive to provide a conducive learning environment, they face numerous challenges that threaten the well being and safety of students, Teachers and staff. Bullying, violence, conflicts, and social exclusion are just a few of the issues that undermine the educational experience. Educational psychology, with its focus on understanding learning processes, social interactions and human development, offers valuable insights into addressing these challenges. By applying Educational principles, educators and policy can develop effective strategies to promote peace, security and social cohesion in schools.

Psychology Education attempt to inculcate students with required knowledge, skills and critical thinking abilities to understand human behaviour, develop emotional intelligence and apply psychological principles in various settings (Dada, 2015). Finally psychology education is the study of knowledge, skills and attitudes in psychology, and how Teachers can facilitate this process. According to UNESCO, over 246 million children worldwide experience violence in schools every year. This alarming figure underscores the urgent need for effective strategies to promote peace and

security in educational settings. Educational psychology offers a powerful framework work for addressing this challenges.

This paper explore the application of psychological principles to promote peace and security in educational settings. By integrating the principles into educational practice, we can create safer, more supportive learning environments that allow students to thrive academically, socially and emotionally.

Concept of Economic Recovery

Economic recovery is the phase of the business cycle following a recession, during which an economy regains and exceeds peak employment and output levels achieved prior to downturn. A recovery period is typically characterized by abnormally high levels of growth in real gross domestic product, employment, corporate profits, and other indicators. During economic recovery, businesses will see an uptick in demand and will start hiring. People will begin going back to work, confidence will start to increase and consumers will open their purses/wallets more. Governments will usually try to bring an economy out of a recession by increasing the money supply (through the lowering of interest rates) and increasing spending (on infrastructure programs, etc.).

An economic recovery is when an economy is bouncing back from a recession and starting to expand again. Economies move in phases and, once they have contracted and fallen into a recession, they eventually enter a stage of recovery before starting the cycle again.

When displaced workers find new employment and failing enterprises are bought up or broken up by others, the labour, capital goods, and other economic resources that were tied up in businesses that failed and went under after the recession are re-employed in new industries. Recovery is the process by which the economy heals itself from the harm it has sustained, paving the way for future growth

The Concept of Security

Effiom and Edinyang (2013) defined insecurity as the state of being subjected to danger and injury. Security therefore is perceived in terms of protecting the generality of the people, allowing smooth democratic system to thrive, and it is a collective responsibility of the government and the people. Mezieobi (2012) saw security as a word which brings to mind issues that pertain, predominantly, to one or a combination of defense and protection of national integrity or Nigeria's sovereignty, territorial and political jurisdictions from external and internal interferences or intervention. From the definitions above, security therefore is said to mean the state of being free from danger, risk, or threat. It covers freedom from anxiety, fear, the safety of a state or organization against criminal activities and attacks like terrorism, theft or espionage (Ogheneakoke, Omoroje, Egbule, & Emuebie, 2014). The security interests of any nation therefore include safety of lives and properties, economic, physiological, mental well-being and the freedom to pursue the attainment of objectives without hindrance (Otoibhi, 2012).

Security according to Yusuf & Babatunde (2009) is the condition which enhances the ability of government, its agencies and its citizens to function without hindrances. Security is considered as any mechanism deliberately fashioned to alleviate the most serious and immediate threats that prevent people from pursuing their cherished values (Audu, Ajibola & Muhammed (2014). Sustainable security connotes a situation of continuous level of security that lasts for a period of time. In other words, sustainable security refers to a condition whereby government and all its agencies are able to carry out their respective functions with hindrances.

Principles of Counseling

It is a known fact that unity promotes a lot when it comes to positivity. Just like a popular saying "united we stand", divided we fall supports the assertion that unity is strength and division is disintegrative. Omoegun (2012) defined counseling as a helping profession, a relationship of trust between the

counselor and the client. It is an applied psychology, a psychological process of helping people or clients to cope with various life situations.

Furthermore, American Counseling Association (1997) as cited by Olusakin (2011) also define counseling as the application of mental health, psychological or human development principles through cognitive, affective, behavioural or systematic intervention strategies, that address wellness, personal growth or career development as well as pathology. It can therefore be concluded that counseling is a profession of different strategies that ensure peoples' wellness and holistic development to make them cope with various situations like crisis and conflicts in order to achieve peace, harmony and unity in the human society

Olayinka (2005) posited that in effort to help the client to develop self-understanding, self-fulfillment, self clarification and self-determination, the school counselor needs to base his/her guidance and counseling practice on certain principles some of which are:

1. Guidance services are for all people. A programme of guidance services is potentially intended for all people, and not only those who have problems. Students, staff, the community and other agencies may benefit directly from a programme of guidance services. Even, if an individual is not experiencing educational, vocational or personal-social problems, such a person may need some help or to be motivated to plan his/her life more meaningfully.
2. Guidance services are voluntary and not by force or coercion. The student may be persuaded but not forced to participate in a counseling encounter. Shy and reluctant clients may be referred to the counselor by their parents, teachers, friends or other significant persons, but the counselor has no right to force a client to come for counseling.
3. Guidance services are for all school levels. Appropriate types of counseling techniques should be fashioned to suit the needs of counselees at primary school, junior secondary, senior secondary school and post secondary institutions of Nigerian educational system. Counselors should realize that the types of problems and concerns of the client differ from one age to the other.
4. Guidance services are aimed primarily at preventing problems than solving them. The primary goal of counseling is to prevent major problems from occurring. In life situations, however, problems still occur which the school counselor should deal with to assist his/her client.
5. Guidance services do not provide solution to all human problems. Counselors should assist clients to resolve as many problems as possible; but some problems definitely fallout of their competence. Unresolved problems can be referred to more competent agencies for possible solution. The counselor should recognize his limitations and promptly refer clients to other agencies whose services will better meet the needs of the clients which the counselor has identified.
6. Guidance services must ensure the security and confidentiality of all personal information revealed either directly by the client during the counseling interview or through data collection process. Confidential information should only be shared with others with the consent of the client or if to do so will serve the interest of the client and the law of the land. If a client confides in the counselor that he /she has committed one type of crime, the counselor should strongly persuade him/her to stop such a criminal act; he should not report the confidential information to the law enforcement agencies or the principal. A counselor should not betray trust and confidentiality which the counselee has in him/her.
7. Guidance services should be rendered on a continuous basis. As a person grows up, his/her needs, interests, goals, aspirations and plans may also change. Guidance services should not be a once and for- all affair, but should follow up the developmental pattern of an individual as much as it is feasible.
8. Guidance services should recognize the worth and dignity of the individual client. Counselors should accept their clients with empathic understanding, congruence and unconditional positive regard as postulated by Carl Rogers. Other school personnel such as members of the school disciplinary committee may be inclined to summarily dismiss a student due to shortcomings or violation of school

regulations. Guidance services focus on the reformation of the offender and the need to plan for alternative behaviour for the client to adopt. Thus, the counselor holds a positive and patient view that most individuals with maladaptive behaviours could be changed through adequate learning processes.

9. Guidance services are based on the total development of mental, vocational, emotional and personal-social aspects of an individual. Intellectual development alone is limiting. The cognitive, affective and psychomotor domains of the individual are all important and should be emphasized.

10. Guidance services may manipulate the environment to help the client. A counselor may look for employment opportunities for his/her client's consideration. The counselor may intervene on behalf of his/her client to seek for scholarship or prevent other persons from frustrating him/her.

Principles of Psychology Education

Psychology of education has some principles that are identified below:

Psychological Principles of Teaching

Psychological principles of teaching are different than the general ones, which have resulted through the experiments and researches of the field in psychology of learning. Directly or indirectly they stimulate and influence the teaching process and make it more effective. Some of the important psychological principles are summarized as follows:

Principle of Motivation and Interest

Motivation and interest are the two central factors in any process of teaching and learning. The theories of motivation, interest and laws of learning, like law of readiness, have established the validity of these two factors. Motives are the potent forces that energize or activate all behaviours of an individual. The objective of bringing desirable changes in the behaviour can only be achieved if one is motivated to try or accept that change in his behaviour. Similarly, interest provides key to the learning and desired changes. The saying that "you can take a horse to water but you can't make him drink" fits equally well with a child who is made to learn something for bringing desirable changes in his behaviour.

Attention capturing and attention giving, the essential elements of a teaching or learning act, can only be accomplished through a well-planned scheme involving arousal of motivation and interest of the pupils in the teaching-learning process. Therefore, a teacher should always take care of the factors of motivation and interest for seeking the child's readiness and involvement in the teaching-learning act.

Principle of Repetition and Exercise

Thorndike tried to put experimental evidences in favour of the utility of repetition and exercise in the process of teaching-learning. It has now been clearly established the desired changes in behaviour may occur frequently and effectively through the use of the principle of repetition and exercise. The saying that "Practice makes a man perfect" applies well in the acquisition of knowledge, skills, attitudes and interests. The teacher who believes in providing practice, revision, recapitulation and application of what has been taught by him may successfully achieve the objectives of his teaching.

Principle of Change, Rest and Recreation

Psychological experiments in learning have demonstrated the ill effects of monotony, fatigue and lack of attention in any learning task. The remedy in the form of stimulus variation and other types of changes in the contents, methods and teaching-learning environment and provision of appropriate rest and recreation had also been proceed quite effective .Therefore, a wise teacher should essentially plan and implement the provision of change, rest and recreation in his teaching act.

Principle of Feedback and reinforcement

Learning theories have well established the role of reinforcement and feedback devices in any task of teaching and learning. The immediate knowledge of the results and positive reinforce in the form of praise, grade, certificates, token economy and other incentives may play wonder in making the task of learning a joy, a thing to do again and an experience that is retained long. The behaviour modification,

a major goal of the teaching-learning process, may be properly achieved through the observation of the principle of feedback and reinforcement. The schematic representation of models of teaching learning process is given below.

Principle of Sympathy and Cooperation

A good teacher is a friend, philosopher and guide. He is not to dictate or direct the students but walk along with them on the track of learning. He is to provide adequate encouragement and guidance by seeking their sympathy and cooperation. The task of teaching can never accomplish its objectives, if a teacher does not try and secure active participation of the students. The classroom environment becomes live and fruitful when the teacher and students work on the same platform, sympathizing and helping each other in the major task of teaching and learning.

Principle of Providing Training to Senses

Senses are said to be the gateway of knowledge. Research results in the field of learning are more encouraging when an experience is acquired through the use of a combination of senses-sense of hearing, sight, taste and touch. For this purpose, one has to train and use one's sense organs in an effective way. Defective sensation may lead to disastrous results. The power of observation, discrimination, identification generalization and application may only be made appropriate through the effective functioning of senses.

Principle of Encouraging Self-Learning

A good teacher should be able to inculcate the habit of self-study, independent work and self-learning among the students. There is no end of knowledge in this world and one cannot even get a fragment of this vast ocean through spoon feeding or direct instruction from a teacher. He has to learn this way of acquiring the knowledge and seek the path of self-learning in order to learn essentials of life for his adequate adjustment. Therefore, a teacher should always work for creating the environment of self-learning by providing suitable opportunities and training to his students for this purpose.

Principle for Fostering Creativity and Self-Expression

Good teaching does not result in unintelligent learning, cramming or exact reproduction of the facts. By all means it should be able to develop the creative aspects of one's personality. It should work as an effective medium for self-expression so that students may be able to develop their hidden talents and abilities. It should call upon the originality, novelty, inventiveness of the students for the self-expression and creation. Students should be made to learn exploration of the things, events and find cause-effect relationship in the happening, and thus set their energies for creating and doing something new for the development of the society and humanity.

Principle of Remedial Teaching

A teaching act aims to bring some stipulated behaviour changes in the students. The task is not as simple as it seems to be. There are many intervening variable and obstructions. It may be realized soon by the teacher that when he has not been able to achieve his objectives, definitely there has been something wrong with his objectives, contents, and methods or his interaction with the students. A particular student may not be able to learn on account of his specific limitations. The teacher has to find out where the fault lies and then think for the possible remedy. He may arrange for the remedial education to any particular student or a group of students for removing their specific difficulties and providing them adequate opportunities for proper growth and development.

Application of Principles of Psychology of Education to Counseling Education: Strategies for Promoting Economic Recovery and Security in Nigeria

Olusakin & Nwolis (2012) concluded in their study on counseling strategies for addressing militancy

and social restiveness in Nigeria that there should be counseling sessions with the youths. These sessions should not only focus on solutions but also address understanding the problem and being empowered to make future decisions. They moreover stated that the task of nation building must begin with an elaborate programme and a honest commitment to social reconstruction and moral revolution as their first step towards peaceful co-existence.

Furthermore, Modebelu & Okafor (2012) in a study stated that counseling would help the youths in cultivating cooperation, loyalty and respect to constituted authority, help in handling issues that concern the nation without prejudice and to make them law abiding citizens of Nigeria. They recommended a regular counseling programme for the youths in order to learn followership qualities.

Denga (2012) suggested an urgent national dialogue agenda for Nigeria at all levels of government community, local, state and federal; however the agenda should be counseling oriented and national security focused. Also, Dada, Isiaka, Ali, & Salmon, (2013) suggested the following in their work on religious bigotry that special seminars and workshops on religious tolerance through group counseling sessions should be organized for religious leaders of both Christians and Muslims, parents, teachers and students in Nigerian schools annually. Government should be sensitive and not being religiously biased in its policies and that religious counseling clinics should be established in each religious house and supervised by a Professional counselor.

Counselor education according to Okpede (1997) should therefore be revitalized and repositioned to equip prospective and practicing counselors to:

1. Devise effective therapy for the treatment of psychological problems such as low self concept, aggression and religious intolerance;
2. Get involved in the dispensation of a variety of counseling services in schools, internally displaced persons' camps (IDP) and religious centres; intensive use of rational emotive therapy for persons who have lost logical thinking capacities and vocational counseling for unemployed youths;
3. Counseling with renewed vigour in correctional institutions, reformation, rehabilitation and integration must be the focus here especially with detained terrorists. Vocational counseling and information with religious counseling are of crucial values here;
4. Render adjustment and information counseling in rehabilitation centres for traumatized victims;
5. Counseling for unity in diversity must form the central focus of counseling effort. Counseling against discriminatory treatments (in employment, admission, social welfare, etc) prejudice and intolerance must be intensified;
6. Security consciousness education and counseling must begin at once in primary and secondary schools;
7. The nomads require greater counseling to stem the tide of unabated killings associated with herdsmen to enable them appreciate the value of peaceful co-existence and tolerance; and
8. Value reorientation is also imperative in-counselor education and this could be best achieved under the auspices of a ministry of national guidance.

Counseling Strategies in Promoting Security

The role of counseling in ending security challenges and bringing lasting peace is by identifying the source of the problem, possibly the people involved. A counseling approach such as humanistic therapy can be applied in this situation. This is a non directive approach because of the assumption that man's inferiority complex, depression, anxiety, frustration and other crises in life push an individual to perpetrate undesirable acts (Iwundu, 2015). All these are caused by wrong self-concept (perception). To reinstate clients like cultists, terrorists or rampaging herdsmen terrorizing different communities, the following methods could serve according to Agi (2017):

1. The counselor should have unconditional positive regard: The attitude of the counselor is that of warmth, total acceptance of the client irrespective of his age, gender, socio-economic background, etc. The counselor should respect the worth and dignity of such client without being judgmental, biased or

discriminatory.

2. Counselor should have a third ear. By this we mean he should be empathic, entering into the frame of reference of the client to appreciate the world from the view point of the client.

3. Genuineness: The counselor must always be sincere and transparent with his client, client will develop confidence in himself and the counselor as the counselor is truthful.

4. Concreteness: If the counselor must earn the respect he deserves, he must be firm in what he says and does, as every client is very sensitive. He should not be a preacher who says one thing and does another.

5. Congruence: Counseling is not trivialities. The counselor must be consistent by ensuring he does not allow the client to digress from the context of the discussion. In other words, client should not try to lead the counseling session as that may bring distractions.

Conclusion

The principles of psychology of education provide an essential framework to be incorporated in education especially in designs for curriculum and instruction, assessment systems for evaluating educational goal attainments, as well as for the systemic redesign of professional development programs and educational system structures. The principles of psychology of education are consistent with more than a century of research on teaching and learning, are widely shared and implicitly recognized in many excellent programs found in today's schools. They also integrate research and practice in various areas of psychology, including developmental, educational, experimental, social, clinical, organizational, community, and school psychology. In addition, these principles reflect conventional and scientific wisdom. They comprise not only systematically researched and evolving educational psychology so as to enhance effective schooling. By integrating these principles, counseling education can better prepare counselors to support clients' learning, growth, and development.

Recommendations

Based on the literature reviewed, the paper made some recommendations:

An urgent campaign and the sensitization of the general public on the relevance of the principle of psychology of education in counseling is necessary. This will inculcate in learners various strategies they can adopt in promoting peaceful co-existence.

There is need for the creation of functional counseling centres in all schools and must cut across primary, secondary and tertiary levels. This will enhance the possibilities of all learner's to be inculcated with the basic knowledge required to actively participate in the society.

There is need for the introduction of counselling unit in all levels of education in Nigeria, ranging from primary to the tertiary level. This will help students in all levels have equal access to access the guidance they so desire in dealing with daily needs.

The Counseling Association of Nigeria (CASSON) should be up and doing and rollout counseling remedies for all national problems both in print and electronic media.

Recruitment of qualified teachers, training and re-training of counselors should be done on a regular basis. This will inculcate in teachers the knowledge, skills and training required for effective service delivery. More so, re-training helps counselors to learn new skills, knowledge and attitude that can be useful in combating the wave of insecurity in the country.

Remuneration of counselors is a vital issue that must be encouraged by the government. This will ensure effective service delivery.

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