

Counselling: An Irrefutable Factor in Achieving Successful Andragogy and Pedagogy

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Abstract

Achievement of learning by learners and students demands systematic approaches that will present the learning contents in a sequential order for easy assimilation and retention. In addition, such approaches should be garnished with robust counselling intervention sessions to prepare and guide the learners and students towards achieving expected learning outcome. To this end, the discourse places premium on counselling and its roles in achieving successful andragogy and pedagogy. For better understanding, the paper discusses counselling, andragogy and pedagogy under conceptual clarifications and analyzes the need for counselling among adult learners and students. The paper further discusses the place of counselling in andragogy and pedagogy. Based on the conclusion of the paper, it was recommended among others that like the government owned secondary schools, all adult literacy centres, whether public or privately owned, should endeavour to enrol the services of qualified and competent counsellors to provide quality counselling services for learners and students. This will to a large extent help to complement and facilitate the delivery of instruction that employs andragogy and pedagogy approaches to teaching and learning.

Keywords: pedagogy, andragogy, counselling, factor, success

Introduction

Andragogy and pedagogy are two distinct approaches to learning. While andragogy suits adult learning, pedagogy is appropriate to transfer knowledge to children. Andragogy is an established means of impacting knowledge to adult learners as it affords them the opportunity to receive knowledge and interpret it with minimal

supervision. According to Olamakinde and Dada (2014), such learning approach works best when the learners are mature and possess significant related knowledge or where there is no particular sequencing of the material to be learnt.

On the other hand, pedagogy, which is adopted to shape the action and judgement of children, majorly aims at understanding children's interest, needs and background. Kincheloe (2008) cited in Idowu et al. (2019) noted that in pedagogy, teachers are regarded as custodians of knowledge, who apply appropriate instructional strategies to execute their teaching prowess as informed by the learners' background, situation, environment and the learning goals. The delivery of instruction through pedagogical approach is strictly premised on the contents of the curriculum.

Whether andragogy or pedagogy, there is need to complement learning approaches with quality counselling sessions to make comprehension and retention of subject matter possible within the shortest period of time. Abati (2012) argued that counselling helps learners to develop the most effective way of identifying and achieving desired and desirable goals for better adjustment and living. From the foregoing, there is no gain saying that if counselling is effectively implemented and blended with teaching and learning, it will serve as an important tool to fast-track learning and facilitate the process of absorption and retention of instruction. Besides, the significance of counselling in teaching and learning process can be deduced from its objectives as cited in Anagbugo (1988) by Abati (2012). These objectives are as follows:

- (1) To create awareness of self, value, interest, capabilities, aptitude, strength and awareness.
- (2) To help individual have a clear understanding of himself, his personal traits, social values, habits, attitude and beliefs that will go a long way to make well-disciplined and adjusted being.
- (3) To help individuals adjust well, be self-reliant and make wise choices without elders', parents' or teachers' support.
- (4) To help individuals adjust satisfactorily to their society.

Conceptual clarifications

Counselling

The significance of counselling in teaching and learning cannot be overemphasised as it helps to facilitate comprehension and retention of contents. This simply explains the reason why counsellors are posted to schools. Akinade et al. (1996) submitted that majority of counsellors today are connected in one way or another with the schools. The major focus of counselling in andragogy and pedagogy is to help prepare learners and students towards coping with learning difficulties and stresses. Adenigbagbe (2011) defined counselling as professional interaction between the client and the professional counsellor with the aim of assisting the client to voluntarily change his behaviour for a more productive one.

Counselling can be described as a kind of interaction involving a counsellor who is regarded as an expert and a counsellee who happens to be the troubled person. It involves the use of different techniques to change the mindset of a counsellee to key into acceptable and desirable behaviour that will be of immense benefits to the counsellee and his immediate environment. In the area of teaching and learning, learners and students are often confronted with series of problems that obstruct the process of assimilation and retention of contents.

Learners and students that find themselves in this type of situation will find learning difficult as they tend to lose interest due to their unstable state of mind. At this juncture, such learners and students need help, and such help can only be offered by trained counsellors. Shertzer and Stone (1963) cited in Adenigbagbe (2011) affirmed that the basic responsibility of any professional counsellor is to redirect people's attitudes towards his or her role and to cultivate public understanding and support. In order to actualize learning, learners and students under tutelage must exhibit free and stable minds devoid of problems which are capable of distracting them from class activities.

The counsellor is in the best position to handle this especially where and when the individuals under tutelage need assistance in form of counselling. All he needs to do is to create opportunity for interaction between himself (counsellor) and the person he wants to counsel (counsellee). Such interaction is capable of reducing tension and aggression required for producing a knowledgeable, relaxed and well-informed life needed for achieving success in teaching and learning process. In addition to this, counselling has been employed to solve behavioural and personality issues, family, religious, political and communal problems.

Counselling services can be employed in two distinct ways. It can be used to assist only one person at a time to resolve the person's adjustment problems. Counselling can also be administered on a group of counsellees at the same time. This group of counsellees are sometimes in dire need of counsellor's professional assistance in resolving their common problems, which may be social, cultural, personal or psychological in nature. The professional characteristics of a counsellor are strong determinants of successful counselling services. These factors are often used in the delivery of counselling services. Such factors include empathy, unconditional positive regard, trust, confidentiality, respect, love, understanding and a host of other factors that place the counsellee at the centre of counselling intervention sessions.

Andragogy and Pedagogy

The philosophy of andragogy is premised on the assumption that learners learn best when the subject matter to be learnt has a significant effect on their economic and general life. Learners' financial, marital and other demanding obligations are the major constraints that obstruct their full participation in classes. Based on this, learners do not

have time to waste; hence they want to learn any subject matter that will promote their entire life. Knowles (1984) cited in Idowu et al. (2019) affirmed that adult learners prefer learning contents that focus on issues relating to their work and personal life.

To this end, andragogy tends to put adult learners at the centre of learning. This basically explains why adult learners' needs, preferences, characteristics and interest are considered especially when formulating their curriculum. This aptly corroborated the submission of Garuba (2014) which stated that adult learning curriculum is enhanced, particularly in terms of flexibility to meet the ever-evolving needs of adult learners. In addition, Paiko (2012) noted that irrespective of instructional strategies employed in guiding adult learners to learn, their wealth of experiences, their self-directedness, and their needs should be taken into consideration.

Apart from the issue of curriculum, other vital areas that clearly distinguish andragogy from pedagogy are the instructional materials and the nature of personnel (facilitators) employed to guide adult learners towards achieving success in their academic pursuit. The use of instructional materials is essential in andragogy as it probes into the form taken by the subject matter; that is whether the instruction is practical or theoretical in nature. Besides, the types of instructional materials and the manner in which they are presented depends basically on some salient nature of adult learners. For instance, adult learners are always time conscious; hence, they may prefer instructional materials like radio, tape recorder and cassette player because they are handy and can be easily carried along when going for their routine engagement (Ajayi et al., 2021).

On the issue of facilitator, andragogy employs trained personnel that are well versed in dealing with issues concerning adult and the manner in which they learn. These facilitators are trained in such a way that they can easily harness relevant instructional materials, instructional strategies and other important curriculum contents to execute their teaching tasks. Ebel (2014) argued that teaching personnel need to be resourceful, imaginative and creative to be able to identify instructional strategies and instructional materials that will be suitable and relevant to the subject to be taught. For instance, such facilitator will prefer to employ learners centred methods like excursion, field trip, discussion, demonstration, inquiry, project and a host of others; using appropriate instructional materials to deliver their instruction.

Ideally, andragogy centres on the understanding of adult learners' characteristics and how these characteristics could either obstruct or facilitate their learning. According to Massachusetts Department of Education, Adult and Learning Services (2014), facilitators are aware of their learners' characteristics; hence, they can develop lessons that will address both the strength and the weaknesses of each learner. Knowles (1984) cited in Ajayi et al. (2021) further argued that these characteristics should be taken into consideration when designing programmes for adults to facilitate their learning process.

On the other hand, pedagogy focuses on leading children to achieve optimum learning in classroom. It is often regarded as teacher centred learning approach as it keeps the teacher at the centre of teaching and learning process. The appropriateness of this learning approach is premised on the assumption that children are less mature and as such, they lack necessary experience or prior knowledge which can possibly help them to select their learning contents like the adult learners. Kincheloe (2008) posited that in pedagogy, teachers are regarded as custodians of knowledge who apply appropriate instructional strategies to teaching as informed by pupils' background knowledge, age, situation, environment and the learning goals.

Furthermore, pedagogy affords the teacher the opportunity to play some other important roles in the life of the children. Such roles include guiding, encouraging and motivating the children and playing the role of *in loco parentis*. Achimugu (2000) cited in Sotande (2011) described teachers as personnel who look beyond the four walls of the classroom in the bid to discharge their duties diligently. Instructional delivery which adopts pedagogy mode entails programmed instruction aimed at influencing desirable changes in the behaviour of students and pupils. According to Ajayi (2019), a teacher is that personnel whose behaviour or action has a resultant effect of bringing about changes in learners. In the course of transferring knowledge to the students, teachers stand as authority and reservoir of knowledge that seem to be above questioning even when they are teaching out of context. This underscores the efficacy of pedagogy since students are treated as passive learners with little or no contributions to the learning process.

Pedagogy makes use of arrays of teaching strategies to transfer knowledge to the students. This affords the students the opportunity to learn in the way and manner that suit them. For instance, some students may prefer text-based knowledge such as books while some other students may prefer working with gadgets like television, projector and other learning facilities that promote visual learning. In addition, pedagogy has its focus on how students process information, and trains them to solve real-world problems through critical and logical reasoning. Besides, it encourages students to work collaboratively on various projects and assignment given to them by their teachers. By so doing, it encourages social interactions among students and also prepares them towards future engagements like occupation that have to do with team work.

The need for counselling among adult learners and students

Achieving optimum learning among adult learners and students in their various learning institutions will be an uphill task if the learners and students are not physically, emotionally and mentally healthy. Regarding adult learners, the challenges they often encounter constitute the major factors that sometimes lead to the setback they experience in their academic pursuit. In order to overcome these challenges, adult learners need to be helped, encouraged and motivated through employment of counselling sessions that will touch large portions of the grey areas in their entire

system. Such challenges in the life of adult learners that may need counselling intervention include:

(i) Low self-esteem/confidence

As people advance in age, especially when they have attained the age of fifty years and above, their level of self-esteem and confidence will begin to drop. The drop in the level of their self-esteem and confidence is often attributed to the way and manner the people around treat them. Serem (2011) argued that older people are portrayed as unimportant, unexciting, inarticulate, non-creative, boring and one-dimensional. The joint effect of these adjectives sometimes manifests in the pace at which they learn and the decline in their zeal to continue learning.

Adult learner who is trapped in such a situation needs a professional counsellor. A professional counsellor refers to an individual that has acquired skills for helping people who have problems to have deep insight and implications for their own abilities and capabilities vis-a-vis the nature and implications of their problems now and in future (Adenigbagbe, 2011). Due to the psychotherapeutic nature of counselling, the mind of the adult learner can be reconstructed in such a way that it will give room to personality change which will in turn bring back the lost self-esteem and confidence that stands as the major barrier to adult learning.

(ii) Psychological/emotional problems

Adult learners are sometimes confronted with myriads of psychological and emotional problems. It is worthy of note that many of these learners double as wives and husbands; hence they may be experiencing difficulties that may result to psychological or emotional problems. Besides, such learners may also have loads of financial responsibilities begging for attention. All of these can mar the process of learning in adults. Adult learners having such problems are to seek for a professional counsellor that will help to work out methods of handling their psychological and emotional feelings.

(iii) Aging

This is a natural occurrence that gradually transforms an organism from that initial tender form to an older form after a notable period of time. In the course of aging, adult learners experience lots of health challenges like hypertension, arthritis, neurological disorder, high blood sugar, vision and hearing impairment and a host of other ailments that can possibly hinder the free flow of learning in adults. Waldstein (2000) posited that hypertension can lead to mild or moderate alterations in the brain's structure and function, including its ability to efficiently process information, known as cognitive functioning.

Likewise, Das et al. (2012) reported that Alzheimer's disease, which is a typical neurological disorder, is the leading cause of memory loss, depression, aggressiveness, mood swing, changes in personality and social withdrawal among the elderly. Adult learners who may be experiencing such difficulties as they grow older may need to see

professional counsellors who may give some words of encouragement aimed at preparing their mind towards treatment before referring them to medical practitioners.

(iv) Feminist nature

Female adult learners have their peculiar problems which sometimes pose serious setback for them in their academic pursuit; such problems often arise due to their nature. These problems include rigours of pregnancy and childbirth, menstrual pain, menopausal syndrome, house chores and other marital demands. The aforementioned problems sometimes limit the zeal and interest of female adult learners towards learning. For instance, menstrual cycle in women is usually accompanied by pains and discomfort which may in turn have negative effect on their learning achievement. Kirk and Sommers (2006) posited that menstruation creates a set of physical, social-cultural and economic challenges that may interfere with a woman's ability to attend schools or to participate fully in classroom activities. Oster and Thornton (2011) also corroborated this by stating that women are significantly more likely to be absent from schools on days they experience their menstrual cycle. In spite of the fact that women do experience these problems from time to time, their management and coping strategies can still be improved upon by a trained counsellor.

In the case of andragogy, problems encountered by pupils and students in primary and post primary schools are mild when compared to the ones encountered by adult learners. This is because their parents are there for them to shoulder their problems. Despite this, they are still facing challenges that sometimes throw them off balance in their academic pursuit. Such challenges can be broadly categorised into three major classes namely educational problems, social problems and emotional problems.

Educational problem can arise from issues relating to new school environment, adjustment to different subject teachers, difficulty in comprehending some topics in subjects like mathematics, physics, chemistry and others, difficulty in doing assignment, group assignment, among others. Educational problems facing pupils and students can also emanate from poor preparation towards examinations, difficulty in studying, hatred for teachers and subjects, difficulty in coping with academic stress, recurrent academic failure and many other problems that require urgent attention if pupils and students must excel in their studies.

Pupils and students also encounter social problems which could arise from issues having to do with relationships with classmates, peers, senior colleagues, teachers, headteachers, principals and their subordinates. For pupils and students that are boarders, problems like sleeping with others in large dormitories, eating with others and sharing of play items and school facilities may arise. Other social problems may also arise if pupils and students are selected to hold offices such as school prefects, class captain and other demanding positions that may interfere with their studies and further compound their problems.

Emotional problems are also a force to reckon with if pupils and students must excel in their studies. Emotional stress can arise from illness, sexual maturity, separation from parents, death of parents, separation or divorce on the part of parents, loss of job and financial independence on the part of the parents, among others. The aforementioned problems can possibly retard the pace of learning in children; thus, the need for counselling is inevitable.

Counselling and andragogy

The place of counselling in andragogy cannot be overstressed since adult learners are faced by many challenges arising mostly from series of dynamics that sometimes limit their functionality in learning. Oduaran (2000) cited in Igbafe (2009) argued that these changes brought more complex learning situation which poses greater threats for adult learners facing physio-psychological, social and economic changes taking place at different stages of their life. Going by this, the need to provide adult learners with counselling services increases.

Sometimes, adult learners find it extremely difficult to define their involvement in learning. At the juncture, such learner needs a professionally competent counsellor with relevant psychological skills and knowledge to assist the learner in knowing more about himself/herself, accept himself/herself and learn how to put such understanding into effect in relations to more clearly defined goals which makes the learner happier and more productive in the society he or she belongs (Igbafe, 2009).

As a matter of fact, a competent counsellor does not need to alter or condemn issues (needs) raised by adult learners, but try as much as possible to help them develop new coping strategies that will make them withstand the psychological effects that may emanate due to changes they experience over time. Igbafe (2009) further stressed that the assistance rendered by the counsellor will help to prepare the minds of the adult learners for the new financial and social problems associated with changes experienced in life while they will also be equipped with the ability to develop interest, aptitudes, self-esteem and self-fulfilment in making decisions. Counselling which brings about personality change becomes a viable platform through which andragogy thrives. This is so because counselling creates enabling ground for learning to take place in adults. Counselling is able to achieve this by:

- (i) Assisting adult learners adopt new positive behaviour to foster considerable measure of confidence required for learning to take place.
- (ii) Assisting adult learners to manage their time in such a way that they prioritize their daily activities to prevent conflicts between the activities lined up for the day.
- (iii) Helping adult learners to clearly understand the aims, objectives, goals and principles of adult learning so as to make appropriate decision concerning their career and its progression.
- (iv) Making appropriate referral when the need arises.

Counselling and pedagogy

Counselling plays a pivotal role in the delivery of instruction that employs pedagogy mode. Through counselling, pupils and students are able to develop characters that are instrumental to the achievement of learning within a short period of time. According to Ebizie et al. (2016), counselling is an important educational tool employed in shaping the orientation of students from negative ideas planted in them by peers to a more refined and acceptable behaviour.

The significance of counselling in schools has informed the posting of trained counsellors to secondary schools owned by the state and federal governments. Heyden (2011) submitted that the aim of counselling service in school is to assist the students in fulfilling their basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence. In order to further elaborate on the significance of counselling in school, Institute of Guidance Counsellors (1981) cited in Ebizie et al. (2016) listed the following as the major areas covered by counselling:

- (i) Counsel individual students and provides group education and vocational guidance.
- (ii) Assist students in solving their personal, social and emotional problems.
- (iii) Assist students in achieving personal development.
- (iv) Advise on study techniques.
- (v) May engage in psychological diagnosis.
- (vi) May refer students to other agencies if the need arises.

Optimum learning is achievable; and can as well be made permanent among students in schools where and when the pedagogy mode of instructional delivery is supported with robust counselling intervention offered by trained and seasoned counsellors. Gibson (2009) cited in Lunenburg (2010) highlighted the following as the common services offered by counsellors in schools:

- (i) Provision for the realization of students' potentialities.
- (ii) Helping children with developing problems.
- (iii) Contributing to the development of school curriculum.
- (iv) Providing teachers with technical assistance.
- (v) Contributing to mutual adjustment of students and the entire school.

These services offered by counsellors in schools play a significant role in preparing the minds of the students towards achieving successful learning. Ndirangu (2007) argued that counselling programme aims at developing students' intellectual abilities, develop a balance personality and to produce a complete person who is intellectually, spiritually, morally and socially sound. In addition, counselling programmes assist students to access their abilities, interest and values so as to develop their full potentials through formulation of realistic goals.

Conclusion

Counselling is an indispensable tool in the shaping of the mind; hence, learners and students in their different domains need counselling to clear their minds of all impediments that may be hindering the free flow of learning. Besides, andragogy and pedagogy as approaches to instructional delivery will function effectively when complemented with robust counselling intervention programme aimed at helping learners and students to achieve successful learning within the shortest possible period of time.

Recommendations

Based on the articulation of the paper, the following recommendations were made:

(i) Like the government owned secondary schools, all primary schools and adult literacy centres, whether public or privately owned, should endeavour to employ the services of qualified and competent counsellors to provide quality counselling services for learners and students. This will, to a large extent, help to complement and facilitate the delivery of instruction that employs andragogy and pedagogy approaches to achieve teaching and learning tasks.

(ii) School counsellors must go for refresher courses to learn about new techniques employed in carrying out counselling services that will yield more positive result. This will also go a long way to create an enabling ground for teaching and learning to take place; irrespective of the type of approaches employed by the teaching personnel.

(iii) Effective counselling services require adequate supply of modern facilities; hence provider of primary, post primary and literacy education should procure necessary facilities required for delivering effective counselling services that will in turn showcase the beauty of andragogy and pedagogy approaches to teaching and learning.

(iv) There is need to create more workable synergy between the counsellor, school and adult learner centre's administrator, teachers and facilitators as this will help to make the learners and students the centre of attraction. Through such synergy, teachers, facilitators, adult learners centre's coordinator and school administrators can easily identify troubled learners and students, and refer them to competent counsellors for counselling intervention. It is worthy of note that learners and students may find it difficult to visit the counsellor on their own even when they have troubled minds.

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