UNIVERSITY OF PORT HARCOURT

REWARDING WORK LIFE AND MARITAL SATISFACTION: “KEY INGREDIENTS FOR HAPPINESS”

INAUGURAL LECTURE
SERIES NO 103

BY
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DEDICATION

In memory of my late parents MAZI KEMJIKA OKOROM and MADAM CECILIA NWURU IGBEDIE KEMJIKA, who had no opportunity for formal education but vowed to see all their children through primary school to be able to read and write. Their efforts turned out to produce the first Ph.D. and First Professor in the community. May their gentle souls rest in Perfect Peace. Amen.
ACKNOWLEDGMENTS

Mr. Vice Chancellor, Sir, permit me to acknowledge some people who played major role to bring me up to where I am today. I thank first the Almighty God, who gives life and guided my path to success by His special Grace even when I am not worthy of it. My special thanks go to the Vice Chancellor, Prof. J.A Ajienka for giving me this opportunity to deliver this inaugural lecture today. I wish also to thank the Deputy Vice Chancellor (Administration) Professor E.C. Nduka, Deputy Vice Chancellor (Academic) Professor A. I. Joe, Deputy Vice Chancellor (Research & Development), Professor (Mrs.) B.W. Abbey, the Registrar, Mrs. Matilda Nnodim. I also thank the Director of Academic Affairs Mrs. D.D. Otto, and Mr. G.C. Okezie for their support.

I will not forget the former Vice Chancellor, Emeritus Professor N.D. Briggs who promoted me to the rank of Reader and Professor Don M. Baridam during whose tenure I was promoted to the rank of Professor, that made the gathering today possible. I will not fail to express my sincere gratitude to my former Dean Professor, P.O.M. Nnabuo, my present Dean, Professor E.B. Awotua-Efebo, Prof. J.D. Okoh and Emeritus Prof. S.N. Okiwelu for their concern and fatherly counsel and support to see me become a Professor especially when the going was rough and tough.

My special thanks go to my present Ag. HOD Dr. (Mrs.) B. N. Iruloh who demonstrated her support with prayers every day when all hope seem to be lost. I thank all my colleagues in the Department, Prof. R.P.I Ukwuije, Prof. O. C. Nwankwo Dr. Mrs. Ijeoma Ernest-Ehibudu, Dr. Mrs., P. U. Ekeh, Dr. Mrs. C.J. Ugwu, Dr. Jerry Edebor, Dr. (Rev. Fr.) B. Onyekuru, Dr. Kpolovie, Dr. Onukwufor, Dr. Agbakwuru, Dr. Iweka, Dr.
Amadi, Dr. Mrs. Orluwene, Dr. Mrs. Njoku, Dr. Mrs. Izuchi, Dr. Mrs. Opara, Dr. Mrs. Ekechukwu, Dr. Mrs. Awujor, Dr. Chujor, Dr. Onumuodeke, Dr Awai, Dr. Eriega, Mr. Wachiku, Mr. Ovensehi, Mr. Echebe. I thank Mrs. Nkeiru Onuorah, Pst. Mrs. Helen Njoku, Miss Chinedu Ukwuije and Mr. Wori Ovunachi for their support and prayers.

I want to thank my academic mentor Emeritus Professor M.S. Olayinka; Prof. E.O. Obe my Ph.D Supervisor and Dr. (Mrs.) Olesky Ojikutu all of the University of Lagos who nurtured me from my first degrees through M.Ed and Ph. D programmes. I also thank Prof. I. C. Achumba, Prof Chike Ezeani and Assoc. Prof. Remy Iwu Ikwubuzo all of the University of Lagos too for their contributions during my student days and till now.

Back home, I salute the entire Eluama Community for taking the lead in the town to establish scholarship scheme which gave me the opportunity to embrace secondary school education in the midst of uncertainty. I am highly indebted to Mr. A.N. Duru (Nnaoma Di-Ebube) the “architect” and brain behind the scholarship scheme, which I was the first beneficiary. I am equally very grateful to Umuokoma people for their financial support. My late parents, especially my mother, Madam Cecilia N. I. Kemjika the widow, who inherited my primary education in standard three and denied herself every form of luxury to cater for my education, may their souls rest in perfect peace.

Posthumously, I am grateful to my late elder brother, Mr C.O Kemjika, my uncles Nze Madu Okorom, Pa Onyebuchi Okorom, Chief Mbamara Nwadike, Chief Basil Obioha and Pa Hyacinth Ezegbu- all contributed to see my secondary school education become real. I will not forget late Chief Patrick
Amaefule Uzoma for his assistance during my doctorate degree programme. May their souls rest in perfect peace.

My immeasurable thanks go to Bro. Laz Uzor and Mr. Remy Nnaji Kemjika for their uncountable support during my student days and beyond. My special thanks go to my in-laws – all the Abe family, and Iruloh family.

As noted by Shakespeare – “what touches or concerns us should be last dealt with” let me come to my nuclear family, I am very pleased to be blessed with understanding children who had shown their support by making less demands on my meager salary – Ezinne, Ifeoma, Uchechi, Nwachukwu, Chinenye, Ogechukwu and Chidera. I also thank my grandchildren Barinaamle, Kesibari, Enyie and Somtochukwu whose presence gives me a lot joy.

Lastly and most importantly, the virtuous woman, the perfect housewife behind all these successes, I mean my jewel, my wife Lolo Edith Adaego, Kemjika JP. I do not know where to start thanking you. You provided for me both moral and material support and created the best conducive environment in the home for my studies. We maintain the best marital relationship that makes us the most Happy couple on campus. I am proud of you. I thank God again, as 1 Corinthians 3:6-8 says “Paul did the planting, Apollos did the watering but God gave growth. TO HIM BE THE GLORY.
REWARDING WORK LIFE AND MARITAL SATISFACTION: “KEY INGREDIENTS FOR HAPPINESS”

PREAMBLE:
Mr. Vice Chancellor, Sir, words are not enough to express my unalloyed profound gratitude to you for giving me this rare opportunity to deliver this 103rd inaugural lecture today. This academic exercise according to Nnabuo (2011) has focus on ushering a new Professor to his/her professional chair. Having been promoted to full rank of Professor in November, 2009 and presenting my inaugural lecture today less than four (4) years, I would say that the lecture is timely, a “hardworking” lecturer published over 20 journal articles within one year during which he was an Ag. H.O.D. In another work-setting, this could have been commended but he was punished because in our own academic environment, it is impossible. I could not have thought of my inaugural lecture before becoming a Professor, also I must have celebrated my professorship first before the thought of an inaugural lecture. This lecture could have been given in 2012 but for space. I had a number of challenges when I told myself I should deliver an inaugural lecture two years after my professorship. The first was “what topic should I profess on”. This problem, firstly, arose since my area of specialization is very diverse, and, secondly people in other professions claim knowledge of education even more than educationists themselves. This may be because concepts in education are more or less “household”, no frightening scientific terms, no complex chemical formulae or equations etc that alienate members outside the profession as in the sciences and engineering or medicine. The second was how would I be sure that the topic of my lecture will be
interesting, stimulating and of contemporary issue to the present society and in fact the university audience full of people of diverse intellectual capabilities, giants or geniuses.

My fears, were relieved when I remembered that in inaugural lecture, the lecturer is allowed to say all he wants to say and is never subjected to any questioning at the end no matter how controversial the topic is. Two every inaugural lecturer is branded big masquerade, mine will not be exceptional. Also no Vice Chancellor, the only person permitted to make remarks at the end of the lecture had ever condemned any inaugural lecturer or the lecture, rather the lecturer receives commendation. Even if you are not ready to give a clap, the P.R.O. will compel you to give a round of applause. After all it is more honourable for an adult male in his 50’s to say “my wife is ugly” than to say “I am a bachelor” says an adage. What do you think?

Mr. Vice Chancellor Sir, permit me to pay tribute to senior colleagues and Professors from the faculty of education who have delivered their inaugural lectures since I assumed duty in this University in 1991 as lecturer II then. They are:
1. Professor B.A Eheazu (1998); Adult & Non formal Education
2. Professor J.O Enaohwo (2000); Educational Management
3. Professor B.S. Okeke (2001); Educational Management
4. Professor J.D Okoh (2005); Educational Foundations
5. Professor I.S. Nzeneri (2011); Adult & Non formal Education
6. Professor P.O.M. Nnabuo (2011); Educational Management
7. Professor (Mrs.) J.M. Ebong (2011); Educational Management
8. Professor R.P.I. Ukwuije (2012); Educational Psychology, Guidance & Counselling

This is the second inaugural lecture from my department and the first from the area of Counselling Psychology (i.e., Guidance and Counselling). In effect, today’s inaugural lecture is the first of its kind since the existence of this University, hence, very unique.

**Introduction**
Mr. Vice Chancellor, Sir, before I zero in to the topic of the day permit me to throw light into the umbrella of knowledge from which the topic emanates - my area of specialization – “Guidance and Counselling”

**Concept of Guidance**
The guidance as a concept is derived from the root word “to guide”, which ordinarily means to direct, to pilot, to manage or to steer. The counsellor in the light of above is seen as one who directs, pilots or steers students or individuals into or away from certain educational or vocational endeavours. The word “guidance” could be used as a concept (mental image) as an educational construct (intellectual synthesis), and an educational service (action taken to meet a demand). “Conceptually, guidance denotes the utilization of a point of view in order to help an individual; as an educational construct, it refers to the provision of experiences that help pupils/students to understand themselves; and as a service it refers to procedures and processes organized to achieve a helping relationship” (Shertzer & Stone, 1996). In a nutshell, guidance is a process, developmental in nature in which an individual is helped or assisted to understand himself and his
world. Being a process, guidance is not a single event but involves a series of actions or steps progressing towards a set goal to be achieved. It involves the provision of specialized help by a specialist or professional in the area (counsellor) whose major purpose is to prevent, remedy and ameliorate human difficulties both normal and abnormal.

**Purpose of Guidance**

From the definitions and explanations on the concept of guidance above, it becomes obvious that the purpose is to equip an individual with the knowledge and skill to become a more effective, a more productive and a happier human being who is well adjusted to his environment or society.

**Counselling**

Counselling is an element of guidance. It is a part of guidance programme but however more personalized process. It is both private and confidential in nature and deals more extremely with individual’s personal, emotional and psychological problems. It is defined as a learning-oriented process in which one person (the counsellor considered as an expert) assists another person with problem (the client) in a simple one-to-one (or face-to-face) social encounter to learn more about himself and apply the knowledge to reach decisions to solve his peculiar problem(s). Counselling is a helping relationship of trust and confidence between the expert i.e. the counsellor and the individual with problem to solve.

According to Olayinka (2005), counselling is a process by which an individual is stimulated to:

1. Evaluate himself and his opportunities
2. Make a feasible choice in the light of his unique characteristics and opportunities;
3. Accept responsibility for his action and
4. Initiate a course of action consonant with his choice. (p. 7)

Counselling is also defined as: the process in which an experienced and trained person assists a second person:
1. To understand himself and his opportunities
2. To make appropriate adjustments and decisions in light of his understanding
3. To accept the responsibility for this choice and
4. To follow a course of action in harmony with his choice. (America Guidance Services Inc.)

**Modes of Counselling**
Counselling could be either a one-to-one relationship or involves a small group of two to eight or ten members who have similar problems to tackle. Counselling whether individual or group is a dynamic and purposeful relationship that translates to individual’s change in behavior that will lead the recipient to live a more productive and self-satisfying life.

The desired outcomes of counselling when fully achieved are self-direction, independent thinking, self-growth, self-development and self-reliance on the part of client(s).

- **Individual Counselling:** as already discussed above, when counselling involves two persons, the counsellor and the client, it is individual counselling.
- **Group Counselling or multiple Counselling:** Group Counselling is an interpersonal process led by a
professionally-trained counsellor and conducted with a number of clients at the same time who are coping with typical developmental problems.

Privacy & Confidentiality
Among very crucial characteristics of counselling are privacy and confidentiality. The counselling interaction is very much confidential, and since the counselee reveals certain information about himself in a very intimate manner, it is highly private and unobserved by others not authorized to come across such information. Therefore a counselling relationship should be conducted in privacy, both auditory and visual and confidentiality, because of the self-revealing and intimate experiences related by the counselee to the counsellor. If the counselee is in doubt of the counsellor’s integrity in the relationship, he will not reveal his inner self but will end up presenting his superficial problems. Counselling relationship can be likened to a medical doctor consulting with a patient.

The Code of Ethics of Counselling/Psychological Associations has it that personal material imparted in counselling is an entrusted communication and that the nature of the counselling relationship imposes an obligation of confidentiality. As far as the counsellor owes allegiance to the institution that employs him as well as to society at large, there are certain limits to the confidentiality of the relationship. Therefore the obligation of confidentiality is relative rather than absolute, since they can be altered within certain conditions.

1. For instance if the nature of material is, such that is already public or can easily become so, it is not bound by confidentiality in the same way as the entrusted secret.
2. Any material that is harmless (i.e. not harmful) does not bind the counsellor to confidentiality.
3. Any material that is necessary for a counsellor or an agency to function most effectively is often released from the bonds of confidentiality.
4. The counsellor has the obligation to protect the intrinsic rights of the counselee to his integrity and reputation to the secret, and resist unjust aggression.
5. Confidentiality is limited also by the rights of the counsellor to preserve his own reputation and integrity, to resist harm or aggression and to preserve privileged communication.
6. Confidentiality is determined and limited by the rights of an innocent third party and by the rights of the community (Shertzer & Stone, 1971; p. 199-200).

Components of Guidance & Counselling
The three generally accepted components of guidance and counselling are:
   1. Educational or academic guidance & counselling
   2. Career or vocational guidance & counselling
   3. Personal/ social guidance and counselling
These components will be elaborated on later.

Who Needs Counselling?
The biblical injunction that, only the sick needs physician does not hold in sphere or arena of counselling. The President, our Governors and even you, my Vice Chancellor need counselling. What informed the office of advisers at various levels of governance is the need for guidance & counselling. The adviser must be an expert in a relevant field, since his “master’ is not a know all, he brings his expertise to bear and move his area of
operation forward and his master takes the credit. When a crucial matter that affects the university for instance comes up, that requires a crucial decision, the Vice Chancellor will not take the decision solely or single-handedly, he will either set up a small committee of experts to look into the matter first and report to him or he consults his advisers or tables the matter before the principal officers for input before final decision is reached. This consulting behavior is rooted in our traditional belief that two good heads are better than one. No one person would want to solely take any important decision that might lead to grave consequences afterwards. This is to reduce the probability of making wrong decision/choice and bearing the blame alone. Rather expert advice from a more knowledgeable person who possesses a lot of experiences is required. This is the origin of guidance and counselling both in the traditional set up and the present day society.

According to Olayinka, quoted in Kemjika (2008) a normal person may need counselling if he shows any of the following characteristics:

1. Unhappiness
2. Inability to meet his needs
3. Lack of knowledge, information or skill
4. Cognitive error and
5. Excessive frustration or failure

A person may be unhappy because of his inability to meet his pressing or powerful needs, resulting, from inadequate behavior. Lack of proper information could be responsible for the inadequate behavior. A person’s behavior is determined partially by the adequacy or otherwise of information, knowledge and skill available to him and the way the available information is interpreted. Those without requisite knowledge
or skill find it difficult to achieve adaptive behaviour. Cognitive error on the other hand may be the product of wrong assessment or interpretation of a situational problem. Furthermore a person may become pessimistic if he experiences excessive frustrations and failures. In any of these situations, it is the counsellor who restores hope and confidence to the client by making available information, new adaptive skills and techniques for purpose of adjustment to immediate and future situations. (Olayinka 2005, Ellis 1958, Kemjika 2008)

It is worthy of mention too, that right from the origin of human existence man has never lived in an utopian society, but societies laden with one type of problem or the other. Even two people believed religiously to be one (couple), living under the same roof at times become incompatible. Apart from personal problems, two people might have and do have misunderstanding in which a third party is usually invited to mediate and arrive at amicable solution. These problem situations are better handled or resolved through guidance & counselling, by competent counsellor(s).

School Guidance Services
Guidance services can be conducted or carried out in both school and non- school setting. In a school setting, guidance services are formalized activities aimed at making guidance operational and available to students, teachers and even parents who demonstrate interest and willingness to benefit from the programmes. In a typical school setting the following functional guidance services are organized. Namely:

1. **Informational service:** This service is designed to provide the pupils/students comprehensive knowledge of themselves, as well as knowledge of educational, vocational, and personal-social matters of high concern.
Information provided here must be comprehensive, current, authentic and correct.

2. **Appraisal service**: Modern guidance is a scientific process. It uses psychological tests and other appraisal tools to assess the pupils/students’ intellectual ability, vocational interest, aptitudes, personality, attitude, academic progress etc. Results of the analyses above provide the counsellor with data for better understanding of the pupils/students by themselves and by the counsellor and these provide the pivot for proper Counselling.

3. **Counselling service**: This is the face-to-face (or one-to-one) or small-group relationships, aimed at achieving realistic decision-making that will lead to personal development of the pupils/students. The decision must be based on the outcome of the appraisal services otherwise it will be unrealistic and faulty. Therefore realistic decision must be based or related to self-understanding and information or knowledge of the environment.

4. **Orientation service**: Some pupils/students experience trauma or feel awkward when they transit from one level of education to another. For example moving from primary school to a boarding secondary school or from secondary school into university. For some, adjustment to life and the new environment becomes an uphill task. To avoid a situation like this orientation service becomes inevitable. They should be formally introduced to the new environment by the counsellor. This service acquaints the new comer to the new and strange environment, introduce to him people around him, the physical facilities at his disposal, rules and regulations
of students’ life, or code of conduct of students. At the end the students’ emotional stability is assured and he becomes better adjusted to the environment and relates with others very freely without fear.

5. **Planning/placement/follow-up service**: The counsellor, through the results of appraisal service assists the student to plan his career. Assists the students to gain self-knowledge of himself, supply him with enough educational/vocational information that will enable him crystallize his career choice. Placement could involve admitting the student into right class based on future career of interest or into a class on the basis of performance. It could also be job placement determined by vocational interest area, or educational qualification. Eventual monitoring of the students to assess the extent of progress is carried out. The feedback is necessary for the success of the guidance programme.

6. **Referral service**: The counsellor handles students’ problems within his capacity and competence, and directs those outside his capacity and competence to other authorities or specialists to handle. This is referral service. A student who goes to the counsellor to complain of stomach-upset or fever should be definitely referred to the school nurse or doctor for more diagnosis and treatment. This is beyond the school counsellor.

7. **Evaluation service**: Guidance programmes have objectives, the extent to which these objectives are achieved could be assessed at any given time or point, during the process. Evaluation service involves passing value judgments of the relative effectiveness with which objectives or goals of the guidance programmes are attained in relation to specified criteria. A closer cross-
examination of external and internal evaluative characteristics of guidance programmes also contribute to valid systematic judgments.

**Principles of Guidance**

Like any other helping profession, guidance functions are governed by statement of basic principles. Below are presented basic principles of guidance (Shertzer and Stone, 1971 pp51-53)

**Principle 1:** “Guidance is concerned primarily and systematically with the personal development of the individuals”.

The school’s major pre-occupation is intellectual (learning) and character development. These are the primary functions of the teacher, personal and emotional problems may develop in the process that calls for the attention of the counsellor. The teacher and the counsellor are partners in progress to see to the proper and overall development of the student. Guidance is the school’s educational service provided to the students which enables them understand themselves and live meaningful lives.

**Principle 2:** “The primary modes by which guidance is conducted lies in individual behavioural processes”. Since emphasis in guidance programme is on personnel development of the student or the client. The counsellor uses various methods to collect data on the individual e.g. test, interviews, questionnaire etc and interpret them to the individual. The above process helps the individual to understand himself and the world around him, in order to exert control over his development.
Principle 3: “Guidance is oriented toward cooperation, not compulsion”. The counsellor / client (or counsellee) relationship is by mutual consent. The client is not subjected under pressure or coercion to seek guidance. It must be through one’s volition that he seeks the assistance of the counsellor. On no account should a client be forced to seek guidance as this could lead to lack of trust on the part of the client. Since the services are voluntary, an unwilling client may be persuaded but not compelled to seek help, especially if he is on referral.

Principle 4: “Guidance is based upon recognition of the dignity and worth of the individual as well as his right to choose”. Every individual has the right to freedom, the right to be respected, right to be treated as human beings; right to decide for himself what he wants his future to be etc. His individual differences should be respected as he is a unique creature. Therefore each individual should be given free hand to select his own pattern of life and choose the means or ways to accomplish this life ambition. Any act of imposition is ruled out. The individual is the architect of his own future.

Principle 5: “Guidance is a continuous, sequential, educational process”. There is no end to education in one’s life so also there is no end to guidance in an individual’s life. Guidance should cover all the levels of education and continues till one is “called to glory” (Shertzer & Stone 1971 p51-53, Olayinka 2005 p. 10-11)

Mr. Vice Chancellor, Sir, having laid the foundation for this lecture let me turn to the topic proper. Rewarding work life and marital satisfaction: Key ingredients for Happiness.
Origin of Marriage and Work

God has a purpose for man; He never created man to suffer but to have happiness and satisfaction. At creation as recorded in Genesis 1:27-30, God placed man above all other creatures and placed him in the Garden of Eden a place of abundance, there He gave him a command “you are free to eat of all the trees in the garden. But of the tree of the knowledge of good and evil you are not to eat; from the day you eat of that you are doomed to die”. (Gen. 2:16-17). It is from here after this command that “God fashioned the rib He had taken from man into a woman, and brought her to the man. This is why a man leaves his father and mother and becomes attached to his wife and they become one flesh”. This is the beginning of marital life. A man needs a woman to be happy and to enjoy life, and vice versa. The same woman given to Adam as a helper caused his downfall, and the two were cursed and “so Yahweh God expelled him from the Garden of Eden, to till the soil from which he had been taken and so man left paradise, since then he is in search of food, rewarding work life and marital satisfaction till today. Although not written Adam must have accused Eve for being responsible for the suffering they were going into and the hardship they were to face. For sure they did not leave the paradise with happiness or any sign of satisfaction.

REWARDING WORK LIFE

A man is said to have rewarding work life when he had achieved a big success in his career. Such person must also have enjoyed job satisfaction, such a person too must have made realistic career choice, achievable through guided career guidance programme. Vocational guidance programme provides opportunity for every student to set a goal of career excellence in his own line. A man with rewarding work life is a
model in his field. On the day of induction and swearing in of new medical doctors, a model is chosen whose achievements in the field are x-rayed for the new doctors, such a person enjoys happiness with his numerous achievements, and so has a rewarding work life.

There are two most important choices one is faced to make in life. The first is the choice of career and the second is the choice of marriage partner (husband or wife). Both choices have grave consequences in one’s life. The nature of one’s existence whether to live happily and satisfied or live frustrated life will depend on the choice of career and marriage partner he or she considers suitable to himself or herself.

Need for Career Guidance in Industrial Society
In my initial research to study the pattern of career choice among primary school pupils and secondary school students, 60 respondents, 30 from each level of education above were asked to write down what they would like to be future at adult age after completing their education. The author ensured that no one saw what his classmate wrote down to avoid undue peer influence on the choice. Their responses were very interesting and worthy of note as shown on the Table and in the Histogram below.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Career interest area</th>
<th>No. of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Medical doctor</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Accountant</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Business tycoon</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Engineer</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Lawyer</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Architect</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Managing Director</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Pharmacist</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Army General</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Pilot</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Rev. Fr. (Catholic Priest)</td>
<td>1</td>
</tr>
</tbody>
</table>

Only eleven occupational areas were chosen. Reflect on the type of nation with the above categories of professionals only. In the second question the author listed the following 10 occupational areas:

1. Motor mechanic,
2. Tailoring/fashion designing,
3. Office clerk,
4. Typist,
5. Messenger,
6. Technician,
7. Teacher,
8. Cleaner,
9. Driving, and
10. Farmer.

The pupils/students were asked to choose their best second alternative occupation if any and state “none” were they do not find any of the occupations interesting to them. Their responses were astonishing and unbelievable. Out of the 60 respondents, 45 returned, their sheets with “none of the above”, showing their dislikes of the 10 occupational areas above, only 15 respondents made second choice (as directed) as shown below in four occupation area.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Occupational Interest Area</th>
<th>No. of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fashion designing</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Driving</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Technician</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Motor mechanic</td>
<td>2</td>
</tr>
</tbody>
</table>
The remaining six occupational areas (office clerk, typist, messenger, teacher, cleaner and farmer) were not chosen. It is surprising that not even one person chose teaching as a second occupation. A question one might ask is "can any nation stand or move forward without these lower cadre of workers?"

Although the author did not probe the reason or reasons for this pattern of choice or what could have influenced these school children in their pattern of choice, it is obvious that in the pupils'/students' concern about their future life or what they would like to be in future at adult stage, they wanted jobs that will be highly rewarding financially as well as accord them high social status or prestige in the society. Nigeria of today is a materialistic and capitalist nation, and therefore it will not be surprising or unexpected if her youths chose to associate themselves with prestigious professions. The Nigerian youth is not left out in the race to be rich or amass wealth overnight. They are even more ambitious and impatient and this is reflected on the unrealistic career choice they make, the choice is unrealistic because it is not based on one's capabilities, interests and any information on job requirements, rather than
prestige and extrinsic reward oriented values. Such choice usually on the long run does not lead to happiness or job satisfaction, but untold hardship and frustration as chances of failures are very high at last.

The Federal Government of Nigeria is not unaware of this problem hence it advocated functional career guidance programmes in all our secondary schools. This is contained in the white paper on the National Policy on Education of 1977 and revised edition of 2004 which states:

*In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions* (p.43).

The need for organized and functional guidance programme will be more appreciated and justified in the present industrial societies when we trace the human cultures according to their origins and work activities; it will be found they could be arranged along a historical continuum that starts with hunting and gathering societies – probably the first form of human society – passes through agricultural societies, and ends with modern industrial societies. Each of these societies exists in some forms today, thus the past could still be experienced in the present. Brief look at the three human societies and work activities are presented below.

**Hunting and Gathering Societies**

As far back as 35,000 years the early man of stone age lived by hunting and gathering activities. This type of human existence and activities still exist today in some parts of the world, including Africa. A typical example is the Coma (or Koma)
people of Adamawa State, in the Northern part of Nigeria. In these primitive human societies, social and work organizations are determined primarily by the natural environment. The people migrate from one area to another and thus do not have permanent group membership. In this society individuals conform to the natural order of things and do not attempt to alter them. In hunting and gathering societies, technology made little or no impact on the people. The primitive people used crude tools but they were proud and happy to own them as their creation. Their shelters were natural or very simply constructed. The people’s source of transportation was the human muscle, in these early communities, the leadership and hunting roles were performed by the males while females were responsible for taking care of the family. There was no other vocation and so there was no question of choice. The males automatically became hunters and gathers while the females assumed the duties of full housewives (Kemjika, 2008, p.43).
THE EARLY MEN
Agricultural/Pastoral Societies
About some 25,000 years ago in the Middle East and Asia and later about 20,000 year ago among the Incas in Peru, a second style of living emerged, it was with the domestication of sheep
and goats and the cultivation of crops, that the agricultural and pastoral societies began to settle in one place and membership started to grow in number and thus villages became established. There was increase in technological awareness that resulted to divisions of labour. In these early communities, the physical and non-physical work roles that exist today sprang up and spread from there. Manually, the people practiced hand-crafting of household items such as fabrics and pottery and tended crops and animals. As technology advanced there was greater ability and desire to intervene in nature for human benefits. The youth in those societies had more choices than the hunting and gathering societies’. Here occupational roles last throughout the lifetime of the individual.

**FARMING IN EARLY TIMES**
FARMING AND ANIMAL REARING
**Industrial Societies**

The industrial Revolution which was made possible by the harnessing of water power and automation about 225 years ago created numerous new and attractive jobs especially in the urban cities. This created movement to the urban cites, thus disconnecting workers from their families and land. To cope with the situation demands individual’s initiative and a change from traditional social life. The introduction of technological and scientific changes met with success but gave rise to greater number of unforeseen options and often confusing consequences. The life of the people becomes much influenced by technology. The use of natural changes in season or social events to gauge time ceased and time was measured by the clock. Extended families began to split apart as a new emphasis was placed on mobility and personal gain. Old values were called into question. With the conquest of environmental limitations, technology also challenged and transformed the existing social and work organization in complex and far-reaching ways. It is worthy of note that before industrial revolution trade skills were handed on from generation to generation within families, leading to development of certain trades in certain families. For example some families were noted to produce blacksmiths, other traditional healers etc. The industrial revolution resulted to division of labour and created a lot of new jobs. In Nigeria, the story was not different, when industries/factories started to spring up there were a lot of vacancies, and many changed their jobs several times before retirement.
Mr. Vice chancellor, Sir, when one sits back and reflects at these three different kinds of human societies, from the primitive to the modern, it becomes clear the meaning work has to different people. The hunting and gather societies had limited choices dictated usually by gender. The agricultural and pastoral societies had more choices. These choices however
were determined by what obtains in the individual’s community subject to family traditions. In the present modern industrial societies, people have the greatest range of choices, so numerous that one could be confused on which way to go. It then becomes a problem trying to choose an alternative out of so many. In the first two societies because of limitation of choices people took to what was available within their traditional set up, therefore no regrets and nothing to lose at last. But in the industrial societies people have greater personal responsibilities for their choices. Although some people are externally influenced in selecting an occupation, it is argued that choices should be personal and independent of external influence. This therefore means that youths in the industrial societies where choices are not permanent and unlimited, but subject to continual changes are likely to face the need to re-examine their occupational directions several times before choice is made and throughout their working lives. This calls for well programmed career guidance and counselling services in our educational system.

Vice Chancellor, Sir, one might be forced to ask this question “How can we plan for the future now, yet remain open to changes as our needs and goals and those of our society evolve overtime?” For effective career planning to occur, this question needs to be answered. The most acceptable answer to the above question, you will agree with me is to develop the skills today that will enable us cope in future with a lifetime career decision-making. If this is done we will be in a better position to anticipate and effectively manage our growth in a changing world. It is the acquisition of these skills that gave rise to career guidance services in the present industrial societies all over the globe. It is also very clear why vocational guidance movement first started in the United States of
America in the early 1900s, and could not take off in Nigeria until after about 65 years later, and 70 years after the introduction of Western education popularly referred to as formal education into this country - Nigeria.

However the non-introduction of career guidance and counselling around 1859 when the first secondary school came into existence posed no problem to our educational system, and was even thought to be unnecessary then because of the following reasons:

1. The country (Nigeria) was then yet to embrace industrialization, being still at the agricultural and pastoral society level. All the attendant factors of industrialization that necessitated career guidance services like division of labour, creation of new job etc were therefore absent

2. The few Nigerians who were fortunate to go through the formal education had no problems in securing white collar jobs, which were mainly in the areas of teaching, church work, clerical and few administrative positions.

3. The traditional education which was already in existence then had its own approach to guidance and Counselling services which was adequate for the system then.

4. The traditional education was job-oriented and had well advanced vocational training system, which in the traditional set up was run on the apprenticeship system.

5. There was no reported cases of unemployment in the country then, there were even more white collar jobs than Western education graduates to take then up. This was why those who dropped out of school still secured white collar jobs, especially in teaching and clerical work.
6. There were quite few urban cites then and so the few school leavers remained in their rural areas or traditional homes to acquire vocational training.

7. There were quite few primary and secondary schools scattered all over the country. There was no tertiary institution in the country then. For instance between 1859 and 1914 (55yrs) there were only 12 secondary schools in Nigeria, 11 in the Western part of the country, one in the East and none in the North. (Kemjika 2008, p53)

Career Planning Questions and Skills
Carney, G., Wells, C. F. and Strenfert, D. (1981) outlined four basic career planning questions. It is popularly said that “to know where you want to go, you must know where you are and who you are”, (Denues 1996)

First Question: Who are you? Self-knowledge is to be explored
Second Question: How do you want to live? This involves allocation of time to match your preferred life-style. How much time do you devote to work, leisure activities and other social activities?

Third Question: What will you do for a living? This demands the description of duties and rewards, including the amount of flexibility it provides and the level of responsibility of the preferred occupation.

Fourth Question: Where do you want to live? “How you live is influenced by where you live”. It is a common knowledge that a number of occupations are restricted or located to certain areas
of the country. So your occupation will determine where you will live.

Similar to the above four basic planning questions are five essential career planning skills. These are very important in career guidance for effective and realistic career choice to be reached. These skills when developed prepare one for a lifetime of career decision making. These skills will enable an individual to anticipate and effectively manage his growth in a world that is in a state of flux. These five essential effective career planning skills for managing change in the world of work are:

1. **The skill for effective decision making:**
   Every individual needs to understand and develop this skill. In our lives and in our everyday activities we are faced continuously with decision-making situations. Some of these decisions are simple with little consequences; others are great with grave consequences. It is our decisions that regulate our lives and form the bridge between our wants and needs and the world around us. You only have direction in life when you develop effective decision-making skills.

2. **The next essential skill for career planning is the ability to assemble the information one has about himself** in order to create a picture of who he is occupationally. As one matures and gains work experience, his interest changes. An individual needs to review earlier plans, reassess himself before embarking on career change which is inevitable in a changing world. One is prepared for managing his own career development well when he is assisted to collect and organize self-information and understand how his goals, dreams and needs are likely to fluctuate in his career life.
3. The skill for collecting and evaluating occupational and educational information.
This skill enables you to come closer or have wider knowledge of several occupations that suit your preferences for work and life style.

4. The skill for marketing your skills to employers.
According to Carney et al (1986) “Finding a job, is a job”, it requires a lot of energy, patience, time and hard work. One needs to be guided to learn how to identify potential sources of employment and advertise himself to employers through application, curriculum vitae, and face-to-face interviews etc.

5. The skill for work adjustment
In the place of work and at different times, one sees himself in various capacities, e.g. as a subordinate, a supervisor, an instructor, a trainee, a colleague etc. an individual is required to be sensitive to both his own needs as well as the needs of those others with him, and acknowledge the individual differences among colleagues. It has been suggested that people lose or fail to get a job not necessarily due to technical incompetence but the inability to get along or work harmoniously with other people. Therefore management of the interpersonal demands of the job setting requires work adjustment skills of career planning (Carney et al; 1986, Kemjika, 2008). Mr. Vice Chancellor, Sir, these skills could be taught and they are meant to be acquired in the course of career guidance for realistic career choice to be made.

What is Career Guidance and What are the Aims?
In career choice and development, emphasis is placed on the individual being able to understand himself fully (i.e. his...
potentialities in terms of interests, abilities, values, aptitudes etc); and also being able to understand various occupational opportunities available to him, in his environment, as well as the various occupational requirements. The knowledge of the personal peculiar characteristics and occupational requirements could then be matched to achieve realistic occupational choice, in which the individual will find more rewarding and enjoying job satisfaction. The acquisition of self knowledge and the awareness of the occupational world require certain organized processes involving a competent and well-trained professional and a client or clients who are mostly adolescents of school age. These processes which are psychological in nature are those of career (or vocational) guidance.

Career guidance is a process whereby a counsellor or career officer assists another person to understand his personal peculiar attributes and background, and match these with jobs and employment opportunities prevalent in his environment, (Walton 1966). Napier (1972) described career guidance as “the process by which all various factors affecting individual occupational choices are sorted out, weighed and brought into focus and by which the young person is helped to make his choice in the full knowledge of the facts about his own potential to them” (p.18).

The primary aim of careers guidance in our educational system is the enhancement of individual’s life satisfaction as a whole. This is achieved through the following objectives:

1. To assist the individual to acquire or discover knowledge or information about himself, in the areas of his interests, abilities, needs, ambitions, values and limitations, and their possible causes.
2. To provide the individual with necessary information about his environment, and assist him to examine the advantages and disadvantages of different occupations and educational courses, the qualifications necessary for entry into them and provide him with other occupational and educational information.

3. To promote self-understanding through provision of counselling services as well as assisting him to develop and plan for his education and his occupation of choice.

4. To provide a placement service to him to implement the above plans.

5. To provide a follow-up service to him if necessary when faced with future decision-making situations. (Ipaye 1986; Hayes & Hopsen, 1987, Kemjika 2008).

For effective and realistic career choice that leads to a “Rewarding work life” planned career guidance programme must be mounted in our secondary schools, and manned by professional counsellors. The foundation of every future career is laid at the secondary school level; hence the two broad aims of secondary education in Nigeria are:

1. Preparation for useful living within the society” and

A closer look at the two broad aims shows that the first aim deals with or centers around career guidance of the students. The aim could be re-stated or interpreted to mean “preparation for career choice and development”. The second aim suggests that educational guidance should be provided to the students, so that they will not terminate their education at the secondary school level.
The Federal government of Nigeria having been aware of the problems and prospects of career guidance in Nigerian education advocated for functional career guidance programmes in all Nigerian secondary schools. It was to enforce this, that the white paper on the New National Policy on Education revised edition of 2004 states:

*In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, careers officers and counsellors will be appointed in post primary institutions (p.43)*

The counsellors need the co-operation of the home and community to provide career awareness before the deliberation on choice action, this choice action is further guided by a number of factors.

These factors which are upheld as most influential in career choice and development are categorizable into two: the personal factors which are rooted in the individual and form part of his personality and the environmental factors which are outside the individual and externally influence his career choice and development. These environmental factors could be socio-cultural or psychological factors.

**Personal Factors**

1. **Intellectual Ability:**
   “Although a wide range of intelligence is represented in nearly every occupation and the distribution of intelligence scores in one occupation overlaps that in another to some extent, intellectual ability remains a significant factor in educational and occupational choice”. (Shertzer and Stone, 1971, p.339). In this country for example, admission into the Universities to
pursue certain course require differential cut off points in the JAMB examinations (UME) scores. It is a common knowledge that some courses like medicine, engineering, law, etc require higher scores than are required in courses like Education, History, Religion etc. this shows that students in some fields of study are selected with regards to their intellectual abilities than their counterparts in other fields. Those who are below average in intelligence cannot go into careers that demand higher intellectual abilities. Note that intelligence correlates more highly, and positively with academic achievement, which in this case is same as success in training but not necessarily a measure of success of work performance, i.e. Intelligence does not necessarily predict occupational success, but it does predict the likelihood of entering particular occupations, intellectual ability is determined by intelligence and academic achievement tests.

2. **Interest:**
An individual’s interest is of paramount importance when it comes to career choice. According to Olayinka (1973) people derive joy and personal satisfaction when they are in careers of their interests. Consequently they function better or are more productive in such careers of interest. It should be noted that people’s interests change considerably between the ages of 15 and 25 and more stable from 20 to 25 and change very little from the ages 25 to 55. As people travel through life, they acquire a variety of interests. Interests underlie your motivation for work and job satisfaction. Interest changes as one’s other personal characteristics and potentialities unfold, or are realistically understood (strong, 1943; Kemjika, 2008).

In career guidance, individual’s job interest area is determined by the use of vocational interest inventory in conjunction with motivation for occupational preference scale
(MOPS). This later instrument is designed to identify what an individual hopes to derive from his job by asking him the reasons why he likes the occupation he has in mind or has chosen. The motivation for occupational preference is therefore conceived as a central concept in the career choice process. One basic step in the careers guidance or vocational counselling process is to identify the motivation for job preference so as to see if the preferred job had the potential for satisfying the hopes incumbent upon that preference (Bakare, 1977; Kemjika, 2008)

3. **Special Talents/Aptitudes**
Very good number of occupations require special talents more than general intelligence. Some individuals or persons are more suited for certain occupations than others. Different careers tend to demand different aptitudes i.e. require differing amounts of specialized abilities. Examples of such specific aptitudes include artistic or musical talents, mechanical ability, creativity, mathematical ability, clerical skill, verbal and persuasive talents. These characteristics are measured or determined by specialized aptitude tests.

4. **Personality:**
Psychologists are in agreement that a person should choose an occupation that he finds compatible with his personality. An individual in assessing his personality should pay attention to his dominant abilities and interests. Holland’s (1959, 1996) theory is based upon the assumption that the choice of an occupation is an expression of personality and members of an occupation share similar personality characteristics. Holland identified six personality types sometimes called ‘personal orientations’. Similarly occupations can be classified into **six ideal work environments**. People can be classified into one of
six personality types. Holland’s trait measurement and matching model is often called **hexagonal model**.

![Diagram of six personality types]

According to Holland, individuals achieve success, enjoy career satisfaction, when they chose occupation that match their personality types. Below are Holland’s Personal Orientations and Related Work Environments.
<table>
<thead>
<tr>
<th>Themes</th>
<th>Personal Orientation</th>
<th>Work Environment</th>
</tr>
</thead>
</table>
| Realistic  | Concrete & physical tasks, perceives self as having mechanical skills, and lacking social skills | Setting: Concrete, physical tasks requiring mechanical skills, persistence and physical environment  
Careers: Machine operators, truck driver, draftsperson, barber |
| Investigative | Wants to solve intellectual, scientific, and mathematical problems. Sees self as analytical, critical, curious, introspective and methodical | Setting: Research laboratory, diagnostic medical case conference, work group of scientists  
Career: Marine biologists, computer programmer architect, clinical psychologist, dentist |
| Artistic   | Prefers unsystematic tasks or artistic projects. Painting, writing, or drama perceives self as imaginative, expressive & independent | Setting: Theatre, concert hall, library, radio or TV studio,  
Careers: Sculptor, actor, designer, musician, author, editor. |
| Social     | Prefers educational, helping and religious careers. Enjoys social involvement, church, music, reading, and dramatics, is cooperative, friendly, helpful, insightful, persuasive and | Setting: Schools and colleges classrooms, psychiatrist’s office, religious meeting, recreational centers  
Careers: Counsellor, nurse, teacher, social |
<table>
<thead>
<tr>
<th>Type</th>
<th>Characteristics</th>
<th>Settings</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprising</td>
<td>Values political and economic achievements, supervision, and leadership. Enjoys leadership control, verbal expression, recognition and power. Perceives self as extraverted, sociable, happy assertive, popular and self-confident.</td>
<td><strong>Settings:</strong> Courtroom, political rally, car sales, room, real estate firm, advertising company.</td>
<td><strong>Careers:</strong> Realtor, Politician, attorney, salesperson, manager</td>
</tr>
<tr>
<td>Conventional</td>
<td>Prefers orderly, systematic, concrete tasks with verbal and mathematical data. Sees self as conformist and having clerical and numerical skills</td>
<td><strong>Setting:</strong> Bank, post office, file room, business office, internal revenue office</td>
<td><strong>Careers:</strong> Banker, accountant, timekeeper, financial counsellor, typist, receptionist.</td>
</tr>
</tbody>
</table>

*(Credit: Weiten & Lloyd 2003 p. 340)*

It should be noted however that no individual is one pure type but has some amount of each, that is, has a profile that constitutes his/her personality pattern. Some personality types are more closely related than others and the possession of related ones tends to lead to a more clear-cut occupational preferences. Individuals however think, perceive and act in ways in which one of the six types is dominant. Holland, 1959, 1973, 1996; Shertzer and Stone 1971; Olayinka 1979; Tolber, 1980; Kemjika, 2008).
Personality is measured or determined by personality inventory.

5. **Self-Concept:**
Occupational decision-making process and choice is viewed as an individual’s attempt to enhance or defend his/her self-concept. The concept of self-influences a person’s vocational choice. Once an individual has mapped out an image of himself, the type of life he wants to live and the type of people he would want to meet in his working life, all these go a long way to influence his occupational choice. One of the basic needs of any human being is the projection and subsequent improvement of his unique perception of himself or his self-concept. This is mostly achievable through one’s career. When an individual perceives his work as very important aspect of his life, then he ensures that his occupational self-concept is central to his identity. You are known or identified more by the work you do and that profession to which you belong.

Super (1957, 1985, 1988) asserts a view yet to be challenged that an individual’s self-concept is the most critical factor in the career choice and development process. Put succinctly, that decisions about work and career commitments reflect people’s attempts to express their changing views of themselves. Based on his twenty-two year longitudinal career pattern study came up with **Developmental Model of Career Choice**. The model sees vocational development as a sequential process that begins in early childhood passes through stages and ends with retirement.

The five sequential vocational life stages of **Super’s Developmental Model** is presented below;
<table>
<thead>
<tr>
<th>s/n</th>
<th>Stage</th>
<th>Approx. Age (in yrs)</th>
<th>Key events and transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Growth stage</td>
<td>Birth - 14</td>
<td><strong>A period of general physical &amp; mental growth.</strong> The child develops self-concept through identification with significant others – family, relations in the neighborhood or school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-stages</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Prevocational</strong> 0-3 No interest or concern with vocations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Fantasy</strong> 4-10 Dominated by needs, role playing in fantasy is noticed. Fantasy is basis for vocational thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Interest</strong> 11-12 Vocational thought is based on individual’s likes and dislikes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Capacity</strong> 13-14 Ability becomes the basis for vocational thought i.e. abilities are given more weight, there is consideration for job training requirements.</td>
</tr>
<tr>
<td>2</td>
<td>Exploration Stage</td>
<td>15-24</td>
<td><strong>General Exploration Of Work</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-stages</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tentative 15-17</td>
<td>Characterized by tentative choices made after due consideration of an individual’s needs, interests, values abilities, and opportunities available. The choices are tried out in theoretical or practical work experiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transition 18-21</td>
<td>Reality factors become increasingly the basis for vocational thought and action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trial 22-24</td>
<td>First trial job is entered after the individual has made an initial vocational commitment.</td>
</tr>
<tr>
<td>3</td>
<td>Establishment stage</td>
<td>25-44</td>
<td><strong>Individual seeks to enter a permanent occupation.</strong> The individual is assumed to have found appropriate or self-matching work field. He is trying his best to “earn a permanent place in it”.</td>
</tr>
<tr>
<td>Sub-stages</td>
<td>Trial</td>
<td>25-30</td>
<td>Marked with shifts and tries out resulting from the unsuitability of chosen field of work (i.e. unsatisfactory choices)</td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sub-stages</td>
<td>Stabilization</td>
<td>31-44</td>
<td>Period of stable work in a given occupational field. <strong>Note:</strong> Establishment particularly in the notable professions may begin without shifts and trials. No room for non-professionals to make trials in notable professions.</td>
</tr>
<tr>
<td>4</td>
<td>Maintenance stage</td>
<td>45-64</td>
<td><strong>Continuation in one’s chosen occupation</strong> Attempts are made to maintain or keep one’s self on the job, make a name on the job, keep it secured till retirement.</td>
</tr>
<tr>
<td>5</td>
<td>Decline stage</td>
<td>65 &amp; above</td>
<td><strong>Adaptation to leaving workforce</strong> Individual is less productive, resulting from decline in physical and mental powers or activities. The decline in work activities calls for retirement from active service.</td>
</tr>
<tr>
<td>Sub-stages</td>
<td>Deceleration</td>
<td>65-70</td>
<td>Period of declining vocational activity</td>
</tr>
<tr>
<td>Sub-stages</td>
<td>Retirement</td>
<td>70+</td>
<td>A cessation of vocational activity <strong>Note:</strong> under a healthy condition the retired adult can function in other capacities where long acquired experience is highly needed and less energy is required.</td>
</tr>
</tbody>
</table>

Adapted from: (Kemjika, 2008 p. 71-73; Weiten & Lloyd, 2003 p. 341 – 342)

**Family Influences:**
A very important environmental factor that influences career choice to a great extent is the family. Individual’s career choices
are greatly externally influenced by their family background. People are appealed most by their parental occupation and those of the significant others around them- relations or family friends or neighbourhood. The Child’s first social experiences are provided by his family unit. He first learns about occupations by examining the occupations of his parents and those of other key figures around him. Development of interests in occupations starts from the home.

It is a common verifiable knowledge that people who grow up in high socio-economic background aspire to high-paying/prestigious professions like medicine, law, engineering etc whereas those who grow up in low socio-economic or peasant background aspire for low paying non-professional occupations. Most artisans come from this background. Irrespective of parental socio-economic status most parents wish and encourage their children to aspire to high status occupations of high, professional class.

Having acknowledged the influence of family above, it should be cautioned here that parents are not encouraged or allowed to force their children into any career of their interests (i.e. parents’ interest). Children should be allowed to make their career choices based on their own interests. External influences on career choices are highly not acceptable.

**Career Information**

Effective career guidance will depend in part on the nature, quality and adequacy of career information made available to students. Apart from self-knowledge, i.e. knowledge of one’s unique personal characteristics, an individual needs career information to be able to make realistic career choice out of numerous opportunities created by industrial/technological development.
As Nigeria shifts from subsistence agriculture toward industrialization, a lot of innovations are being introduced, new scientific equipment which were hitherto in non-existence abound today. As a result of multiplicity of occupations accompanying the industrialization process, the choice of occupations has become complicated. Youngsters are confused and need up-to-date information if they are to adjust to the new situation, find and occupy a befitting place in the society that is rapidly undergoing changes every second, every minute, every hour, every day and so on. Youngsters are searching for information/knowledge from books, peers, parents, teachers as well as from counsellors. This is more reason why they should not be left alone in career choice, otherwise their decisions will not be fully based on realistic assessment of their individual characteristics and environmental factors that come into play when choices are to be made. To save this nation from being plagued by a breed of disgruntled, frustrated and unrealistic individuals it is recommended that educational and vocational information and adequate guidance counselling be provided to enable the young adolescents to arrive at a realistic choice in which the individual will realize the social expectations of him in the society within the limits of his potential and available opportunities. (Olayinka 2005 and Abiri 1977).

In the industrial society individuals are made to shoulder the responsibilities of their choice actions, they are expected to be autonomous and self-regulatory. An informational service is fundamental if these goals are to be achieved. One needs to understand what he wants to do or is doing, plans very well before doing it and base his actions on accurate information which in turn gives rise to mature (or planned) behaviour.
For students to explore and become aware of the contingencies of stability and change that mark their development, informational service is fundamental. In other words, they should be very familiar with the positions they are aspiring to occupy in future. They should re-examine the consequences and sequences of choices available to them. To reduce frustration arising from failure in one’s occupation knowledge of self-development becomes very necessary and inevitable.

Informational service is a prerequisite to realistic choice in any event. In an organized school guidance programme, the students need to be equipped with the basic knowledge to think and arrive at decisions on a number of personal issues such as the level of education one aspires to attain, the choice of occupation of one’s interest and maintenance of individuality etc. informational service helps to stimulate the students to critically examine ideas, conditions and trends in order to derive personal meaning in one’s present and future endeavours. (Shertzer and Stone 1981)

**Note:** Whatever uses or purposes of informational service it should be emphasized that these are not always authentic and factual, equally what is true of a particular information about the world of work today might be invalid or completely out of place tomorrow. We have to be conscious of the information we give out at any time since we are living in a world where change is the only thing that is permanent. The occupational structure of any developing society like ours is constantly in flux resulting from every day innovation in technology. These innovations end up in creating entirely new jobs or positions and in most cases either modify old jobs or cause their total disappearance. This is why it is advocated strongly that
informational service should be flexible enough to accommodate modifications and should be updated regularly so that obsolete informational data should be discarded or otherwise they will have negative effects and so will be misleading.

**Types of Career Information**

Career informational service can be broadly classified into three:

1. Educational information
2. Occupational information
3. Personal-social information

**Educational Information**

According to Norris, Zeran and Hatch (1966), Educational information is “valid and usable data about all types of present and probable future educational or training opportunities and requirements for entrance, and conditions and problems of students’ life. (p.24). The details of the educational information will include the following among others:

1. Various post-secondary institutions available to the students on completion of secondary education, (either after JSS 3 or SS3). Examples
   - Vocational centers, basic/certificate studies, trade centres, continue education programmes etc
   - Tertiary institutions e.g. colleges of education, polytechnics, monotecniques, universities etc.
   - Part-time professional programmes, correspondence institutes, professional examination bodies etc

2. Courses offered by each institution
3. Admission requirements for each institution
4. Duration of each course programme – whether by UME or direct entry.

5. The estimated cost for the period of training. Financial involvements vary from one course to another.

6. Financial assistants open to the students, especially the indigent ones whose parents cannot finance the cost of tertiary education.

7. Accredited institutions/programmes

8. Guide the students to purchase and fill or complete JAMB forms and ensure the choice of courses and universities are appropriate.

9. Provide information on campus life, study habits and skills, university rules and regulations, etc.

**Occupational Information**

Occupational information according to Hayes and Hopson (1987) is defined in three ways as:

1. Facts about jobs for use in vocational guidance
2. A description of man’s work and its related conditions and
3. Information about the world of work (p.36).

Norris et al (1966) described occupational information as “valid and usable data about positions, jobs and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicated supply of and demand for workers, and sources of further information: (p.23).

A realistic occupational choice could be achieved when students are provided with appropriate occupational information which includes the following among others:
1. The minimum educational requirements for entry into the occupation or career, i.e. nature of training or preparation for the occupation.

2. Places of employment after training or necessary certification

3. Nature of work to be performed i.e. the duties of the occupation.

4. Conditions of service or general earnings or remunerations which include salary, and fringe benefits, etc.

5. Conditions of work in a given occupation e.g. the conduciveness of the physical work environment, number of hours of work, working on Sundays and public holidays, night/shift duties etc.

6. Some unpleasant conditions of service (occupational hazards or risks).


8. Employment prospects on qualification

9. Information is also required on working/professional ethics appropriate to each occupation or profession.

10. Psycho-social information- one should understand the psychological and social status and prestige associated with various occupations/professions. Occupation is the most reliable indicator of social status and prestige in a society. This is so because occupation identifies an individual in terms of education, income, life style, social class and class consciousness, moulds values and attitudes and set pattern of social interaction and behaviour. Occupations have also been suggested as affecting standards of consumption, adherence to the financial folk ways, standard of dress and decorum. Furthermore, one’s occupation, as has been proved
affects the ways he spends his working hours or leisure’s, his entire style of life, the ways in which and the extent to which his needs are satisfied. (Hayes and Hopson 1987, Kemjika, 2008). Therefore occupational information should be comprehensive enough to touch all aspects of work and working conditions. One should be fully briefed on where he is going and what to expect so that he will not be taken by surprise. Also it should be realized too that these information are subject to changes as time goes on.

11. Intrinsic job satisfaction- apart from money and other fringe benefits what can you derive from this job in the way of personal satisfaction? Will it allow you to have leisure period, to help people, to be creative or to shoulder other responsibility outside the work place?

**Personal-Social Information**

The consideration of personal-social information as career information results from the fact that the individual whether in the process of preparation for occupation (training) or already at work interacts with other people and the environment. The individual should then understand himself and others. This understanding of self and others is the concern of personal-social information. Data on psychological and social factors such as pattern of interaction with supervisors and colleagues at work, union members, professional association, job satisfaction are very essential to this type of information.

Uba (1983) described personal – social information as embracing all student’s educational, social, moral, emotional, health and leisure-time needs in the process of their preparation for appropriate occupations.
The Choice Action
Who makes the final choice, the counsellor, peers, the teachers, the parents, or the student himself? The Vice Chancellor, respected audience, choice of career is not dictated or externally influenced if it is to be realistic. The choice should be made by the student and must be made out of his own volition, after the consideration of the career information before him. Choice action is the third step in the three-step process of career choice as postulated by Parsons and highlighted and elaborated by Kemjika (2008). The first step deals with the exposition of the student to his/her unique personal characteristics already discussed as personal factors that influence career choices.

The second step deals with the exposition of the student to the demand of the occupations of his/her interests and abilities. This involves detailed knowledge of educational and occupational information already discussed, in all the occupations in the area of interests and abilities. Both information in step 1&2 are to be provided by the counsellor.

It should be noted that individuals differ in their abilities, interests and personalities. They are therefore, by virtue of these characteristics qualified each for a number of occupations that is to say that each individual students has the potential for success and satisfaction in several occupations i.e. possesses occupational multi potentialities as proposed by super (1957, 1988). This explains why JAMB candidates are expected to make different choices of course programmes for university, polytechnic and colleges of education admission.

Pre-Vocational Guidance
Based on the choice action appropriate school subjects are selected for entry for senior secondary school certificate examination or its equivalent. The choice of these subjects and
their combinations at the senior secondary school (SSS) level is not made arbitrarily. Some students cannot make the choice of subjects without the help of the school counsellor or career officer who must ensure that the combinations of the subjects chosen must lead the student to a course(s) of study the individual has in mind to pursue at the tertiary education level—be it university, polytechnic or college of education. This assistance given by the school counsellor or the career officer is called pre-vocational guidance. To offer this assistance the counsellor must understand the student in his entirety and must have followed the student’s academic performance record up-to-date. This calls for vocational or career guidance programme that leads to realistic career choice, which eventually guarantees rewarding work life an ingredient for happiness.

Mr. Vice Chancellor, Sir, respected audience, permit me to go into the second aspect of this lecture in which by special Grace of God I am a consultant.

**Marital Guidance: A Panacea for Marital Disharmony**
The origin of marriage and work life had earlier been discussed briefly. The origin of marriage disharmony or conflicts among couple can be traced back to the first couple on earth, Adam and Eve. When they were still in the Garden of Eden, their marriage was a “bed of roses” to be enjoyed without any hardship or suffering. They had everything they needed at their disposal. When they committed the sin of disobedience, in which devil made them to go astray, they lost the pleasure hitherto they were enjoying in the Garden of Eden. The Lord, God expelled them from paradise, with rain of curses on both of them. For sure, you will agree with me, they were not laughing or rejoicing as they were leaving the Garden empty
handed to till the soil and perhaps for the first time to work and feed themselves. The devil that caused their downfall must have sown more seeds of discord between the two. Adam must have nursed some grievances against Eve, his wife and blamed her for the suffering their disobedience had caused them.

If Adam had the gut to tell God: “the woman whom thou gavest to me, she gave me of the tree, and I did eat” (Genesis 3 vs12), trying to shift the blame to his Creator, then one could reasonably imagine, how he must have reacted to the impending suffering and how he dealt with Eve on their way out of paradise to the land of suffering. On the other hand, Eve might not have accepted all the blame alone or the guilt so easily, since the command was given to Adam, ever before she was made out of Adam. This imaginary scenario, painted above marks the beginning or origin of marital conflicts or disharmonies among couples that had persisted till today. If it is today one of them could have opted for divorce or separation in a law court.

Mr. Vice Chancellor, Sir, it will be a waste of time trying to give the statistics of divorce or separation among couples in or modern society. Suffice it to say that the rate of divorce is on the increase in the first ten years of marriage and among young couples who marry below the age of 22. Under such situation, marriage becomes “sour”, or “bitter” instead of being joyous. Weiten et al (pg. 245).
The probability of marital disruption is substantially higher among those who marry young.
Credit: Weiten et al, 2003, p.245

There are only very few couples whose marriages are devoid of pains, anxiety, disruption, nagging, apathy and wrangle etc. only this few about 1% enjoy full happy relationship; majority of the couples are either “patching-up” or managing” to keep together thus enduring rather than enjoying their marriage as planned by God from the beginning.

Marriage is instituted by God for various purposes such as companionship, procreation, mutual sexual satisfaction, love and respects, others are educational and social functions, joint economic responsibility, parental/extended family support etc. without marriage stability, all the above functions or duties of couples cannot be achieved. When there is complete breakdown in marriage it produces negative ripple effects that permeate the wider society. This again underscores the importance of marital guidance and Counselling to avoid, or resolve conflicts and ensure marital stability for marital satisfaction.
Marital Conflicts
“Conflicts refers to discrete, isolated disagreements as well as chronic relational problems” (Benokraitis 1999). Marriage is not a bed of roses, couples could engage each other in unpleasant disagreement some of the times. Conflict is unavoidable in a close relationship and very normal. It can lead to marital dissolution when mismanaged or strengthen the bond of marriage when effectively resolved.

Jeffrey and Brown (2005) said “when a married couple tells me they have a conflict-free relationship I can tell you one of three things is true of them, either they are liars, one is an idiot, or the other is dead”. Strong marriages anticipate conflict and remain committed through it all.

Based on my over 18 years of involvement in marital guidance and counselling, I will examine the common causes of marital conflicts and thereafter proffer coping strategies;

1. Gender Roles:
Among the working class couples, role conflicts arise as to who does what, why, when and where? In the traditional set up there are duties expected of husbands and wives. In the modern society spouses have different attitudes and belief about who should do what in a family. If they cannot come to an agreement, tension may rise and quarrels may ensure. Some powerful wives compel their husbands to carry out their stereotyped duties or face sanction, including beating. This is a form of husband abuse. Some well-to do husband prefer their wives to be full time house wife. Those who would not like to be over dependent on their husbands resist the offer to avoid over manipulation.
2. **Nagging:**
This is the constant or persistent harassment against a spouse to do something forcefully. It is direct use of violence to obtain or achieve something from one’s spouse. Nagging involves constant fault finding, complaining and use of criticism, mockery or derision against one’s spouse. Although not restricted to wives alone but research findings show that wives are ninety percent guilty of this behavior that threatens stability and security of marital relationship. A nagging wife welcomes her husband from a long journey with abusive and heart breaking talks. Sometimes they talk to themselves for the husbands to hear. Most husbands that spend greater part of their leisure times in drinking parlors have nagging wives.

3. **Loyalty:**
Couples are bound when the union respects the marital vow the couple voluntarily entered into, when there is ample elements of trust between the two, without confidence trick. When the above expectations of marital relationship are discovered violated by one of the spouse, for instance any incidence of extramarital affairs – unfaithfulness to one’s sexual partner; violation of trust and serious betrayal of confidences, can and do cause strained marital relationship. Marital stability and security are strengthened when couples are loyal to each other.

4. **Communication gap and lack of self-disclosure:**
The fulcrum of successful marriage is communication. Communication is like a two-edged sword in marriage. It is used to stabilize marriage and can also be used negatively to destroy marriage; violation of the principle of self-disclosure can also jeopardize successful marital relationship. Dishonesty,
insincerity and self-disclosure, result in couple suspecting and distrusting each other, thereby cracking the stability of marital relationship. More will be discussed on this later.

5. **Refusal of sexual demands:**
This is a serious cause of marital conflict. Couples are legitimate sex partners. Refusal of each other of this divine legitimate function could result to conflict. Some women are guiltier of this offence. They equate sexual demands with emotional intimacy and turn down the demands by husbands who are more affectionate only when they are pressed by sexual urge such women usually report the use of force by their husbands to have sex against their wish as rape. More will be said on sexuality later.

6. **Couple battery:**
Some couple cannot ordinarily talk over their differences or conflicting issues, without exchanging blows. Hot tempered, strong, aggressive couples do not see anything wrong in fighting. Some husbands beat their wives with the slightest provocation while some strong powerful wives beat their feeble husbands too. Some wives are found to destroy family household property in the cause of fighting. There are a number of reported cases in which use of dangerous weapons, chemicals (e.g. acid), hot stew, hot-peppered water and knives have been freely used in the course of fighting. In some cases death of one of the couple resulted. Marital instability and insecurity results mostly when there is breakdown in love among couple.
7. **Money:**
Money is said to be one of the sources of happiness in marriage, but in many cases its expenditure had caused conflicts in many families. One of the couple may be found extravagant or insatiable in material needs. Arguments most often arise between couple on how to spend their money especially when the gap in variation of their value system is wide, or quite opposing. There could be arguments also on who should pay for what or how much each spouse should contribute towards family projects or other specific needs of the family, if both couple work. Even in a situation where the wife earns more than the husband does, she contributes more or less etc. the arguments over these issues can and do result to marital conflicts.

8. **Attachment of maiden name:**
Naturally and legally a submissive wife should drop her surname after marriage and take up a new surname – that of the husband. But today, some wives from famous and wealthy families resist dropping their maiden names but rather insist on having double surnames; this irritates the poor husband who might not be happy but cannot complain. No husband can freely approve of this double surname. Later in the marriage this breeds conflicts.

9. **Privacy:**
Human beings are social animals. But at times each person needs a moment of solitude in life. The need for individual’s privacy should not be misconstrued for evil. Privacy needs could be in terms of space, time, emotion or property. It does not matter how close or loving couples are or how they share secrets each needs privacy. When the need to respect each
other’s privacy is not observed, including space and time to be alone, the couple may run into problems. Privacy should not be mistaken for secrecy; the two words are not synonymous. When you respect your spouse’s privacy, you will not open his/her mail, scroll his/her phone, or read text messages unauthorized. Violation of one’s privacy breeds suspicion that results in conflicts. Women need privacy more than men. How many times have you observed your wife changing her sanitary pad or inserting it?

10. **Power:**
Power struggle among couple is another major source of marital conflicts. Whoever exercises the economic power assumes to have more authority, or influence. The decision on financial running of the family may run into hitches if one is the provider of the fund and the other is the controller. Conflicts usually arise when the woman is working and earning the money and the man sees himself as the authoritative figure to decide the manner of expenditure.

11. **Regular attendance to beer parlors/night clubs:**
There is a limit to which a married man makes beer parlour or night clubs his second-home. If you do patronize these places regularly before marriage, continued patronage after marriage has several interpretations. It could be you are running, away from a nagging wife, or seeking companionship that is elusive in the home. It could also portray you as a womanizer. No married woman ever goes to beer parlour or visits night clubs without the company of the husband. No woman feels happy to go to bed alone when the husband is at the night club. Most women put on jeans trouser to bed when their husbands keep late nights.
12. **Extra Marital sex (or sexual immorality):**

Sexual relationship outside marriage is totally condemned. The bible allows divorce on the grounds of unfaithfulness only. Thus, this shows the seriousness of this offence. No one feels happy to catch his/her spouse in such a mess. When it occurs the ripple effect can strike a blow to earlier cordial relationship. Some men with low moral standard descend so low to entice their maids/ servants to succumb to sex. The presence of house helps or maid servants had ruined many marriages as a result of the above. In some cases the rightful owner of the house out of annoyance and frustration packs out of the house for a new marriage to begin, especially when the maid is pregnant; men are guiltier of this offence. Many couples refuse to engage the services of maidservants for fear of losing each other to them. Why should your maid be your second wife?

13. **Interference from in-laws/hostility towards in-laws:**

In-laws are powerful third-party that may aggravate conflicts among couples. Newly married and inexperienced couple are in the habit of reporting to their parents any simple disagreements with their spouse. Powerful parents may intrude into the private affairs of their married sons/daughters. Some females become hostile to their in-laws, especially those who resisted their marriage at the beginning. Many females are in the habit of accommodating in their marital homes, only their own relations and do not welcome the husband’s relation(s). Any of the above unfavourable treatment can cause conflict between the couple if not properly handled.

The list of basic causes of marital conflicts cannot be exhausted in this lecture as some are tangible others are not, depending on the couple’s disposition and perception of the situation at the particular point in time. However the above
examples borne out of consultation with couples whose marriage stability were facing challenges did not differ much as those identified by Benokraities (1999) and Gottman (1994) and Weiten and Lloyd (2003).

Gottman (1994), a world’s foremost authority on marital communication, asserts that conflict and anger are normal in marital interactions and that they are not, in and of themselves, predictive of marital dissolution. The above author instead identified five other communication patterns, which he calls the “five Horsemen of the Apocalypse” that are risk factors of divorce. They are:

1. **Criticism:** This involves constantly expressing negative evaluation one’s partner,
2. **Defensiveness:** This involves responding to contempt and criticism with obstructive communication that escalates marital conflict,
3. **Stonewalling:** This involves refusing to listen to one’s partner, especially the partner’s complaints
4. **Belligerence:** Which involves provocative, combative challenges to partner’s power and authority, and lastly,
5. **Contempt:** This involves communicating insulting feelings that one’s spouse is inferior (Weiten et al 2003, p.254).

**Styles of Conflict Management among Couples.**
Conflicts are normal in any human relationship. Couples who say they have never engaged in conflict are deluding themselves or are entirely out of touch with their emotions. Not even I with the highest marital intimacy can claim that. What may be abnormal is the way individual families handle conflicts or approach conflict resolution. As there are no scientific
formulae in marriage, couples adopt fight styles or conflict coping strategies unique to them. There are generally five main different styles of conflict management. In handling conflicts, individuals usually prefer one or combination of two styles. Namely: **Avoiding/withdrawal; accommodation; competing/forcing; compromising and collaborating.**

Two dimensions underlie these different styles;

- Firstly: interest in satisfying one’s own concern and
- Secondly: interest in satisfying others’ concerns.

1. **Avoiding/Withdrawal: (low concern for self and others):**

When a spouse sees conflict as unpleasant and distasteful and tries to avoid it or being drawn into confrontation, he or she is adopting withdrawal style. When conflict arises, the avoider will change the subject, defect discussion with humour or leaves the scene or pretends to be preoccupied with something more serious. The avoiders believe that a problem could be solved by ignoring it. This tactical style can solve minor problems, since there is need to ignore some issues of no much concern. But for major conflicts this strategy will worsen the situation as the style has inherent deadly threat to intimacy and can eventually kill a marriage. It is the least advocated style.

2. **Accommodating/submission (low concern for self, high concern for others):**

Like the avoider, the accommodator feels very uncomfortable to engage in conflict. Unlike the avoider, the accommodator instead of ignoring the disagreement ends the conflict quickly and easily by giving in. The goal of the accommodator is “peace at any cost”. They are highly motivated toward peace that they neglect their own needs or right to satisfy their partners.
Accommodators may engage in conflict for a while but in the end they always give in for the sake of peace.

3. **Competing/forcing: (high concern for self and low concern for others)**:
The competitor sees any conflict as a battle field where he or she must win at all cost. To achieve this purpose, the competitor becomes deceitful and aggressive to his/her partner, uses verbal attacks and physical threats. The competitor views conflict as open war that must be won at all cost. The competitor rigidly adheres to one position, maintains it without shifting ground and uses threats and coercion to force the other party to submit. This style is not very desirable and not recommended for peaceful co-existence, as it fails to generate solution to marital problems. Rather coercive submission may later lead to post conflict tension, complain, resentment and hostility.

4. **Compromising (moderate concern for self and others)**:
Compromisers are willing to dialogue or negotiate to meet other partner halfway. The approach allows each person to give up something so that both can have some satisfaction. Compromising is a better approach to conflict management as both parties achieve a certain degree of mutual satisfaction.

5. **Collaborating (high concern for self and others)**:
This could be seen as higher level of compromise. Compromising style or approach involves simply “splitting the difference”, between positions taken by the couple; collaborating entails a more sincere effort to find a more lasting solution that will satisfy both parties maximally. In this style, conflict is viewed as a mutual problem calling for possible effective solution. The approach encourages openness and
honesty on both parties. Here issues or ideas are criticized or attacked and not the person. This is a highly productive approach for dealing with conflict as it produces a good climate of trust and no post conflict residue of tension, resentment or hostility. The goal is not winning but mutual satisfaction. This style is the most effective in managing conflict and very productive.

Five styles of handling marital conflict (Pelt 1997; Benokraitis 1999 and Weiten et al 2003)

**Note:** Conflicts cannot be settled by use of force, anger, insults, quarrelling, physical aggression, displaced aggression, violence, and fighting. Denying conflict can destroy a marital relationship. Marital intimacy is achieved when couples avoid too much complain, criticism, being defensive, nagging, name-calling, mockery, sneering, curling your lips, rolling your eyes, not talking to your spouse. Couples should also avoid negative over generalization (like mother like daughter), public
humiliation, scape-goating. These are negative conflict coping strategies which are also responsible for break-up in marriages after subjecting the couples in a state of marital disharmony-unsatisfactory marriage relationship. From the above, one needs to know how and what to communicate to his/her spouse to achieve happiness in marriage. This now, takes us to a basic factor to successful intimate relationship.

**Marital Communication – A Pivot Of Successful Intimate Relationships:**

Pelt (1997): says that:

*The happiness of a couple can be measured to a large degree by the effectiveness of their communication. How a couple communicates is one of the most powerful factors affecting the success or failure of their relationship* (p.13).

**Concept of Communication**

Communication is defined as the process of sending and receiving messages that have meaning. In marriage, it is the face-to-face transmission of meaning between husband and wife – two – person interactions. It is also interpersonal communication. Marital communication is an interactional process in which the husband sends a message to the wife and vice versa.

**Note:**

1. Marital communication is **interpersonal** and involves in this context two persons – husband and wife.
2. Interpersonal communication is a **process** meaning that it is usually composed of a series of actions: Husband
talks, wife listens, wife responds, husband listens, and so on.

3. This process is **interactional**; communication is generally not a one-way street. Both husband and wife send as well as receive information when they are interacting. One needs to pay attention in this interactional process whether he or she is talking or listening. This helps to improve the communication skills.

**The essential components of interpersonal communication process** (as identified by Weiten et al, 2003). There are six key components of interpersonal communication process, namely:

1. The sender
2. The receiver
3. The message
4. The channel through which the message is sent
5. Noise or interference and
6. The context in which the message is communicated.
Model of Interpersonal Communication
Note: In conversation, both participants function as sender and receiver (Weiten et al 2003; p. 181).

The **Sender** is the particular person who initiates or causes a process of conversation to begin. He or she initiates the message.

The **Receiver** is the person to whom the message is targeted. In typical marital communication, both husband and wife serve as sender as well as receiver.

The **Message** refers to the information or meaning that is transmitted from the husband to the wife or from the wife to the husband. The message is the content of the communication i.e. the ideas and feelings conveyed from the sender to the receiver. The transmission, of messages involves two important cognitive processes – **encoding** i.e. transformation of ideas and feelings into symbols and organizing them into a message, done by the sender or speaker. The second is **decoding** i.e. translating of the message by the sender into receivers’ own ideas and feelings.

The primary means of sending messages is language. There could also be non-verbal communication, which includes the facial expression, gestures, eye-contact, nodding the head, and vocal inflections etc.

The **channel** refers to the sensory channel through which the message reaches the receiver, e.g. through hearing, seeing, touching, smelling, and tasting. You can receive information from multiple channels simultaneously i.e. You do not only hear what the other person says, you see or notice his facial expression, observe his gestures, experience eye contact and even feel the person’s touch.

In telephone message sound is the only channel for receiving information. Through sound, people hear both the
literal content of messages and vocal inflections. Miscommunication can occur when husband and wife talk, this is caused by noise. Any stimulus that interferes with accurately expressing or understanding a message is called **Noise**.

Noise can be caused by

1. **Environmental Factors** e.g. Street traffic, loud music, high volume of television, children’s shouting etc
2. **Physical factors** e.g. Poor hearing, poor vision, and
3. **Psychological factors** such as defensiveness and anxiety.

Marital communication is influenced by a number of other factors such as:

- Physical place in which conversation takes place – private or public, in bedroom, parlour
- The current mood of your spouse at the time – happy, stressed, angry, anxious or worried, you should be able to read and interpret the facial expression of your spouse.
- Time- what is the appropriate/convenient time to initiate the conversation?
- What is the distance zone? Have you maintained appropriate distance zone or are you keeping social or public distance zone.
- Voice tones – how loudly or softly, fast do you speak to your spouse? Do you talk with humility or respect, or nagging, shouting for passers-by to hear your voice? Variations in vocal emphasis give the same set of words different meanings, your “yes can mean “no”.

There is no doubt that good communication is basic to successful intimate marital relationship. Research has shown
that marital satisfaction results from satisfactory marital communication. Marital communication can be constructive – when it strengthens the bond of relationship; it could also be destructive when it causes break-down of bond of relationship. In other words it could be used to build or destroy marital relationship.

Factors of Effective Marital Communication

Self-Disclosure:
Marital self-disclosure is an act of sharing intimately information about yourself with your spouse, (i.e. Opening up yourself to your spouse). Here you honestly without fear or doubt reveal yourself- thoughts and feelings to your spouse believing that two of you are one in marriage. Self-disclosure is a two-way process, i.e. it must involve reciprocity for the communication to be effective. Reciprocal self-disclosure ensures undoubtable trust and love among couples. Those who do not trust each other can fake self-disclosure or refuse to open up to each other. Therefore trust and confidentiality must be guaranteed before marital self-disclosure could flourish.

Marital self-disclosure could be favourable (advantageous) or harmful. This depends on the reaction of your partner – whether positive/supportive or negative i.e. Unfavorable.

Favourable Self-Disclosure: according to Benokraitis (1999), this occurs under following conditions
1. **Esteem support:**
If your partner is attentive, sympathetic, uncritical, marital self-disclosure can reduce the spouse’s anxiety about the troubling events and enhance esteem support (respect and admiration) and leads to feelings of closeness.

2. **Information support:**
Through self-disclosure your partner may be able to offer you information support through advice, guidance and counselling; the spouse under stress may benefit by knowing that his/her problems are not due to personal deficiencies.

3. **Instrumental support:**
Marital self-disclosure can lead to instrumental support when concrete, help or assistance is provided example, a wife gets distress call that the mother is on admission in the hospital, and she has no money to send or even to travel; and the husband comes to her aid.

4. **Motivational support:**
Where the problem cannot be easily solved, the spouse can provide motivational support example if the husband is distressed after losing his job, his wife can encourage him, giving him assurance that “it will be soon all over”, that all hope is not lost”, “we can survive” etc (p. 253). Sharing fears and problems with your spouse who is trust-worthy and supportive plays a key role in mental health. It reduces stress and acts as a source of relief.

**Unfavourable or Detrimental Self-Disclosure**
When could self-disclosure said to be detrimental? Self-disclosure could be detrimental in the following dimensions:
1. When or if the feedback is negative, it worsens the spouse’s emotional problems and increases stress. Consider the man who lost his job and came back distressed, if the wife had responded “you are telling stories, you are not serious, who will shoulder your financial responsibilities? Better go and look for another job immediately”. How do you think the husband will feel?

2. When there is betrayal of trust, when confidentiality is not kept. When you divulge your spouse’s confided secrets to someone else.

3. When undue references are made from time to time on the secrets one confides in the spouse.

4. When there is no equity in self-disclosure, non-reciprocity. One partner cannot be revealing his secrets and the other just listening and refusing to disclose his/her own, in such situation, there is no intimacy and the situation becomes suspicious.

**Limits of Self-Disclosure**

A current obsession to communicate obscures the fact that to maintain intimacy, some things should not be expressed. There is no need to verbalize every negative thought that pops into your head without considering, the effect it will have on your spouse’s feeling. It is wiser to leave something unsaid for the sake of the relationship. Intimate details of a previous marriage are usually better off buried with the past. Revealing too much may impart insecurities, serious questions, or comparisons to an otherwise secure and trusting partner. Sexual indiscretions committed prior to marriage should be divulged either before the wedding or not at all. Always consider the effect on your relationship before you disclose, will the total disclosure help or
hinder the relationship is a question that must be answered (Pelt 1997).

**Suggestions for Productive Communication Patterns**

A number of suggestions have been put forward to enhance good communication networks and decrease negative interaction patterns, Benokraitis (2003); Kemjika (2011) made the suggestions below:

1. Do not attack your spouse to avoid he/she becoming defensive
2. Avoid giving your spouse ultimatums, no one likes to be pushed into a corner
3. Avoid accusation and attacks, do not belittle or threaten your spouse
4. Become allies – attack the problem rather than each other. Treat each other as best friends and not enemies.
5. Consider the interest of your spouse first before your own
6. State your wishes and requests clearly and directly, do not be manipulative.
7. Limit what you say to the present or near presents. Avoid long list of complaints from the past.
8. Always show and express appreciation. Thanking your spouse for something he or she has done will enhance the relationships. “Thank You” is expected to be said with lovely smile, joy and happiness, cheerful expression of appreciation that attracts more or indirect means of requesting for more
9. You should be able to say “I am sorry” when you have offended each other. “I am sorry”, said with sincerity can demoralized and soften the mind and heart. When this is said with remorse and without laughter or smile, it is a
sign of humility and submissiveness. It does not mean defeat. A proud couple cannot say it, those under the devil or agent of darkness cannot say it. The two most important expressions that foster cordial relationship in marriage when appropriately applied are, “Thank you’ and “I am sorry”.

10. Avoid dirty fighting: no passive-aggressive behaviour, or expressing anger indirectly as in criticism, sarcasm, nagging. No silent treatment; keep the lines of communication open. No name calling.

11. Use humour and comic relief – be a comedian to your spouse, make your spouse laugh most of the time. Laugh at yourself and the situation but not at your partner. Always admire each other.

12. Strive for closure as soon as possible after a misunderstanding or disagreement by resolving the issue. This prevents dirty fighting and easy defuse of the contentious issue.

13. Cultivate the spirit, to empathize be able to get inside your spouse’s inner world. See things from your spouse’s point of view. When we disagree on an issue, it is not always because “I am right and you are wrong”. It is more likely due to the fact that we have different perspectives.

14. Use nonverbal communication to express your feelings. Nonverbal acts such as hugging your spouse, smiling, holding his/her hand are encouraged. At your private times petting is also encouraged.

15. Pray together; as the saying goes “the family that prays together stays together”, this includes attending church services and programmes. “For where two or three are gathered together in my name, there am I in the midst of
them” (Mt. 18:20) Benokraitis, 1999, p. 260-262; Kemjika 2011, pp. 10-12).

Marital Sexuality
Mr. Vice Chancellor, Sir, let me consider another means of marital communication at the deepest level; Brown et al. (2005) describe sex as God’s wedding gift-marital sexuality and a celebration of love. Marital sexuality is a topic people like to hear about sometimes enjoy but everybody feels shy to talk about especially in public. Pelt (1999) asked the question why is “sex”, the most fascinating subject known to humanity is the most difficult for a couple to talk about? In a similar statement John Barrymore, the noted American actor, once said: “the thing that takes up the least amount of time and causes the most amount of trouble is sex”. If sex causes a lot of trouble, it is probably because most of us know very little about it. No wonder the Ibos call it “odorogu agahi ikpe”. However sexual revolution encourages more open communication about sex. Until I became a marital counsellor, I was also shy discussing sex in public.

Sexuality according to Benokraitis (1999) is a multi-dimensional concept that incorporates physiological, biological, and sociological components such as sexual desire, sexual response and gender roles.

Sexual desire refers to the sexual drives that we learn through sexual experiences and feelings of enjoyment or dissatisfaction during sexual activity.

Sexual response encompasses the biological aspects of sexuality that include experiencing pleasure or orgasm.
Gender roles reflect the behavior that women and men enact according to culturally prescribed expectations.

In a typical situation, for example, a man may be aroused by a woman’s cleavage because breasts are considered sexy in our society (sexual desire), experience an erection (sexual response), and may take the initiative in having sexual intercourse with a woman that he finds attractive (gender roles).

What we see as normal sexual behavior is neither “natural” nor “instinctive” but is learned in a societal context. For instance “kissing” is seen as repulsive in some societies. Here it is seen as licking one’s saliva and dirt. Parents are very influential in controlling their children’s sexual behavior. Ideally parents or guardians should be the first and best sexuality educators because they are experienced and gave their children’s interest at heart. But in reality, it is not so. The children, in their early adolescence learn about sexual anatomy and physiology primarily from peers and few sexuality education programmes in schools where available and sexual reproduction in Biology. As young adults, people engage in sexual activity and learn the behavioral aspects of sexuality from their partners. Many or most parents feel very uncomfortable talking about such an intensely subject as sex. They may be unable to communicate completely, confidently, and comfortably about sexuality with their children because they lack adequate knowledge of sexuality or they see it as a taboo.

It is the failure of parents to talk about sex, that the adolescents rely on popular culture – television, movies, music, magazines, romance novels and sometimes pornographic materials as powerful sources of information or misinformation about sex. (Benokraitis1999, pp. 145-151)
Legitimacy of Sex
The Church teaches that human sexuality is a gift of God that is to be accepted with thanksgiving and used with reference and joy. Brown et al (2005), described sex as God’s wedding gift to every married couple and that it is a gift God does not want to open early. That sex is a celebration of love and that for a woman to enjoy sex she needs to feel wanted and loved.

Sex is a dynamic urge or power, arising from one’s basic maleness or femaleness and having complex physical, psychological and sexual dimensions. These dimensions, we affirm must be shaped and guided by spiritual and moral considerations derived from religious doctrine (Christian, Moslem or traditions).

Lonny Myers in a prose titled “sex is satisfying someone’s needs and being condemned for it” (in Gordon et al 2005): wrote;

People are hungry, I offer them food. I am good.
People are thirsty, I offer them drink. I am good
People are tired, I offer them rest. I am good
People need to travel, I offer them transport. I am good
People are sad, I comfort them. I am good
People are lonely, I talk with them. I am good
People want to be hugged and touched I hug and touch them. I may or may not be good
People are skin hungry. I caress their nude bodies. I am bad
People feel the need for sex. I give them sex I am very, very bad

(p. 14-15).

It is generally believed that marriage makes sex legitimate among the Christians. Some extremists believe that sex is inherently evil but glorified by the institution of marriage
–somewhat the way that killing is inherently evil but glorified by the state of war.

Another school of thought said that human sexual behaviour is indeed inherently “dirty” and can be made “clean” by meeting certain requirements. These requirements vary among different social/cultural groups regardless of religious orientation. For instance some cultures allow marriage between cousins; encourage a man to offer his wife to a friend for sexual gratification. (The case in some parts of India and Benue State in Nigeria) conflict between tradition (or culture) and religion – the two giants that regulate sexual activities.

Sexual activity occurs within the framework of sexual scripts that tell people how to behave and think in particular situations. A sexual script specifies the formal or informal norms for legitimate or unacceptable sexual activity, the eligibility of sexual partners, and the boundaries of sexual behavior in terms time and place. Benokraitis (1999), Brown et al (2005), Gordon and Libby (1976); Kemjika (2011).

Purpose of Sex
The first experience of sexual intercourse does not just happen” or occur without thought or planning. It is usually not spontaneous but progresses through such stages as approaching each other, flirting, touching or asking directly for sex, and so forth (Benokraitis, 1999). A review of literature on sex shows that different people engage in sexual activities especially sexual intercourse for different reasons. To some people curiosity leads them to their first experience, others by peer pressure to experiment on sex.

For some, especially adolescents, it is show or demonstration of love and affection. For some others it is inability to resist natural physical arousal or receptivity to
sexual overture or advances. Some may yield for fear of losing the other person’s love or hurting his feelings. Whatever reason or reasons for engaging in sexual activities for the first time, for the married, God created sex for two main purposes:

1. For procreation (procreative sexuality) and
2. Non-procreative sexuality (mutual sexual relationship)

**Procreative (or Reproductive) Sexuality**

God blessed them and God said to them “be fruitful and multiply and fill the earth and subdue it” (Genesis 1 vs. 28). Procreative sexuality involves hetero-sexual intercourse which is vaginal-penile penetration. This term also refers to any sort of sexual coupling including oral and anal sex. Some authorities prefer the use of the term *coitus* referring to penile-vaginal intercourse.

Sexual intercourse is more than just the sexual act for couple. In addition, for the purpose of having children (i.e. procreation), it generates a healthy loving relationship. It encourages and builds up intimacy, commitment and love that strengthen marital relationship.

**Intimacy:**

This refers to feeling of closeness; it exists in different forms for example;

- **Physical intimacy**: sex, hugging, touching, etc.
- **Affective intimacy**: feeling of closeness and sharing emotions, interests, beliefs, goals etc
- **Verbal intimacy**: self-disclosure
- **Social intimacy**: sharing of each other’s interests and hobbies, spending time together
• **Spiritual intimacy**:complete marital intimacy cannot be achieved without spiritual intimacy. As husband and wife draw closer to God, the creator of marriage, they also draw closer to each other. Spiritual intimacy can be nurtured by attending church together, sharing family worship, attending church functions both social and spiritual as well as serving as church officers. Marital intimacy is further encouraged by couple eating together, praying together, sleeping on one bed, bathing together etc.

**Commitment:**
This refers to a person’s resolve or intension to remain in a relationship no matter what happens i.e. implementing marital vow of “for better for worse until death do us part”. Commitment is a component of love. Mutual commitment can arise out of a sense of loyalty and fidelity to one’s partner; a religious, legal, or moral belief in the sanctity of the marriage, a continued optimism about the potential future rewards-emotional, financial, sexual or otherwise and strong emotional attachment, dependence and love (Benokraitis, 1999, Pelt 1997) and Brown et al 2005, Kemjika, 2011)

**Love:**
The emphasis here is on the Christian type of love called **agape**, self-sacrificing. This type of love is altruistic i.e. unselfishness, self-sacrificing, this love as recorded in 1 Cor. 13. is never jealous, never rude, does not store up grievances or take offence, does not seek reciprocity, not demanding, not boastful (excess pride). You care for the person you love, caring involves being responsible to the needs of your spouse without counting the cost. You deny yourself some things to please your spouse
first. Love may sound abstract but can only be proved when it is concretized or physically materialized. How do you concretize your love for your spouse?

**Passion:**
Another component of love is passion. This is the intense feelings which could be expressed positively or negatively in a love relationship. Passion is related to drives that lead to romance, physical attraction, and sexual consummation, (Weiten, 2003; p. 227). Passion is intense sexual love that manifests in plenty of physical contact, touching and love play, sometimes referred to as infatuation.

**Triangular Theory of Love**
Sternberg (1986) proposed the triangular theory of love. According to Sternberg, complete love or consummate love has three components namely- intimacy, passion and commitment. The possible combinations of these three components yield the seven (7) types of relationships. The absence of all three components is called non love- a mere casual interactions, for example at the bank, or market place or in the bus or aeroplane.
(Credit: weitin et al, 2003, pg.227).
**ROMANTIC LOVE**

Intimacy and passion, lacking commitment

Intense involvement both verbally and physically but only for a short while, for example, a summer fling or a marriage soon in trouble.

**FATUOUS LOVE**

Passion and commitment, lacking intimacy

Plenty of physical contact and promises to stay together (probably after knowing the person for a month), but lacking the emotional core necessary to sustain the relationship.

**COMPANIONATE LOVE**

Intimacy and commitment, lacking passion

Long-term friendship, for example, marriages where physical attraction has died down (or may never have been there at all).

**CONSUMMATE LOVE**

Intimacy, passion and commitment

When it all comes together and seems nicely balanced; and in case you hadn’t noticed, you won’t always be balanced.
Take note of the following functions love;

1. Love prolongs life: people who commit suicide often feel socially isolated, unloved or unworthy of love

2. Love improves quality of life: absence of love results to or may cause one to become fearful, bitter, aggressive, and hostile. Your spouse can become hypertensive because of denial of love.

3. Love creates hope: It inspires us not to give up because life can get better tomorrow.

4. Love ensures human survival: by promoting interest in caring for the helpless.
5. Love is fun or enjoyable. Without love, life is a burden and a bore”. A break in love can cause a heart break (Benokraitis 1993, pp. 122 & 123).

It is widely affirmed that sexual intercourse satisfies the purpose of giving personal pleasure to women as well as men, in addition to enriching and enhancing their marital relationship. It is to be enjoyed entirely apart from its role in procreation. This attitude is usually emphasized in premarital and marital Counselling (Gordon and Libby 1976, p. 150).

One of the physiological needs of man (biological in nature) is satisfaction of sexual urges. There is no other way to legitimately satisfy this need outside marriage. Any sexual relationship outside marriage is sexual immorality and it is forbidden by God, (1 Corinthians 6:12-20 & 7:1-11). Therefore neither the husband nor the wife has the right to deny each other sexual gratification. According to the Holy Bible, “You must not deprive each other except by mutual consent for a limited time, to leave yourselves free for prayer, and to come together again afterwards” (1 Cor. 7:1-6). Again except when one partner is sick, the other will understand. No conditionality should be attached by the husband or wife before he or she should satisfy each other sexually.

It is argued that if heterosexuality was created for reproduction alone, it could have the same place in our lives as in the lives of animals with a mating season, that engage in sexual activities only when the female is physiologically ready to conceive.

-Non-Procreative Sexuality
Acceptable outlet i.e. sexual outlet for mature adult couple is marital coitus. However, non-procreative sexuality is another
form of sexuality that is non-coitus but satisfies either sexual urges or stimulates the couple for sexual intercourse.

**Forms of Non-Procreative Sexuality**

1. **Petting or caressing**: touching, stroking, mutual masturbation, fondling various parts of the body - the breast and genitalia - the erogenous parts. This should be regular part of every couple’s daily routine, it is a mark of intimacy.

2. **Kissing**: mouth to mouth

3. **Self-masturbation**: stimulation of genitals with a hand

4. **Oral sex**: while older people engage in petting and kissing, young adolescent couple may go a step further to engage in oral sex e.g.
   a. **Fellatio** (suck) oral stimulation of a man’s penis
   b. **Cunnilingus** (Vulva & tongue) oral stimulation of a woman’s genital organ (this is more prominent among the whites).

5. **Nudity**: Couple can derive pleasure from the sight of nude body of each other. Feel free to be naked before your spouse. (Kemjika, 2011; Benokraitis, 1993; Gordon et al 1976).

**Sexual Settings, Techniques and Compliments**

Van Pelt, a marital Counselling specialist opined that “marriages that are sexually weak tend to totally disintegrate over time”. Further, this specialist and author said “a couple who are well bonded sexually and take the time to climb, the ladder of bonding frequently will find a vital, rewarding relationship that is impregnable to outside temptation”.

Traditionally, it is believed that marital coitus must be performed in bed, at night and in the dark. Do you still uphold
this view today? Although it requires absolute privacy but cannot be restricted to bed, at night or in the dark, total darkness does not allow you sight the face of your spouse while in action. Adopt creative lighting, use coloured light to dim the place, put on your favourite romantic music at the background to create the right mood, these can excite you sexually. Naturally, the bed may be the most comfortable place for sexual intercourse; it must not be limited to it alone. Alternative new setting should be sought, for instance – your palour couch (or sofa) the family-room floor, especially with rug carpet, appropriate standing position can be experimented too. Trial of new settings different from obvious adds interest and invigorate love making.

In the old tradition and among the polygamists, husband and wife (or wives) have separate buildings and sleep in different rooms only come together seasonally or according to schedule. Do you today share same room and bed with your spouse or sleep in separate rooms/bed? For the purpose of intimacy, you have to share same bed always. How do you dress to bed? Do you wear bra, jeans, and tight trousers etc? Couple should put on transparent wears that are sexually attractive while going to bed, if they are to wear anything at all.

As couple do you ever find time to discuss freely about sex or sex-related issues? Do you also freely discuss your intimate sexual feelings and desires with your spouse? Most couples are engrossed discussing marital conflicts and family problems; that they forget to give sexual compliments that promote love, passion and encourage performance in subsequent encounters. Share compliments that will make your spouse feel adequate, lovable, and most attractive. Words such as “you were terrific last night” or “you are great in bed”, or on
a scale of one to ten you rate eleven as a lover”, cause one to take pride in his or her sexuality.

Sexual compliments work to the advantage of the couple; since they encourage each spouse to live up to his/her views of desired performance and promotes effective intimacy. Keeping the communication channels open strengthens the sexual bond between you and your spouse. (Pelt 1997, p.150).

Who is a sexual aggressor, you or your spouse? Traditionally, and in most cases the man (husband) is noted to be the sexual aggressor, it is his responsibility to initiate sex and the woman (wife) in her traditional passive role is to accept it. In this era of sexual revolution, the woman can be the sexual aggressor; she should not “die in silence”. Anybody can take the lead and initiate sex or make sexual overtures. The wife can communicate her desires non-verbally through action or exposure of her erogenous organs to the husband, when they are alone.

Frequency of sex: When the couples are young with less family responsibilities sexual activities tend to increase, but later decrease with both partners’ age and longevity of marriage. As a marriage matures, concerns about earning a living, i.e. increase in responsibility decreases sexual activities. Sexual activities can be further affected by the health conditions of either of the spouse. For instance heart disease, prostate problem, diabetes, hypertensive drugs e.t.c can reduce sexual activity, and may result to impotence in men. Frigidity in females also case sexual inactivity and lack of sexual interest.

**Marital Success**

Mr. Vice Chancellor, Sir, the essence of marital guidance is to achieve marital success and happiness. Usually, marital success is measured through marital stability. Marital stability refers to
whether or not a marriage is intact and the couples never envisaged any problematic relationship and never nursed the idea of divorce, at any moment no matter the extent of conflicts or disagreements they had since the commencement of the relationship. When the couple see their marriage as good, and rewarding relationship, they are said to have marital satisfaction. You may ask yourself and provide the answers to the following questions: how adjusted am I in my marriage? Do I enjoy marital integration? Does my marriage lack distress or is it marked by distress? Do I consider my marital relationship successful or unsuccessful? Am I happy in my marriage? Answers to these questions will enable you to evaluate your marital satisfaction. Marital satisfaction is subjective and self-evaluated. When there is divorce or separation it becomes obvious to other people that the couple had no marital satisfaction, but marital distress. If your prayer is to have marital satisfaction like myself, adhere to the following additional tips for improving marital satisfaction:

- Take your spouse to be your best friend. Be nice to each other. Make simple gestures that show that you care and are interested in him or her; a compliment, a hug, a text message or a gift can brighten your spouse’s day and strengthen the bond of your marriage.
- Show interest in whatever is important to your spouse. For instance questions like; how did you resolve that issue in the office today? How far have you gone with your project? How did you enjoy the favourable dish prepared for you? etc, show that you care
- You must be supportive to your spouse. For every one negative thing you do, there must be five positive things that balance it out. Your marriage must count more positive than negative interactions.
Attend to your spouse’s needs first before your own.

Try to accommodate and be considerate to your spouse’s shortcomings. Criticism of each other’s weaknesses results to marital disharmony.

Try your possible best to improve on your weaknesses. If you are hot-tempered for instance, try to control yourself in the face of provocation.

Avoid totally all negative communication patterns that destroy the very fabric of marital bond.

As often as possible, take your bathe together.

Publicly declare before your friends and others your spouse’s strengths. Express your sincere happiness and show tangible appreciation for your spouse’s commendable qualities and contributions he or she has been making in your marital relationship.

Cultivate the habit of sharing your meals together as much as possible. Wait for your spouse to come back so that you can eat together.

If your spouse does not understand your language, do not speak or use the same language when there is disagreement or quarrel.

Always show admiration for your spouse’s physique. If your spouse is of very slim type, emphasize before her/him your love for slim people. If she/he is fat, do the same.

Send a text message to your spouse while at work and say “how is work today? I care and love you”

Once in a while pay a surprise visit to your spouse’s place of work or office.

Dating is a social relationship, it should not end after marriage, it should continue as time and resources
permit. Take your spouse out to Dubai for holidays and shopping.

- Do not allow your marital relationship grow dull and dormant, it must always be activated to be dynamic.
- Always see yourself as the architect and pilot of the unity in the marital relationship.
- No matter how busy you are, make out time for your spouse. The couple must find time to relax and rub each other’s back. This eliminates “marital burnout”. The gradual deterioration of love and ultimate loss of an emotional attachment between marital partners” (Benokraitis, 1999).
- Also as Rosen-Grandon (1999) said, “marriage is a teamwork and when team members take good care of each other the rewards are great and success is easily achieved”.

Mr. Vice Chancellor, Sir, the above tips for achieving, improving and sustaining marital satisfaction, I will regard as tremendous inoculations against marital failure. Marriage is like buying a pair of shoes and buying polish. For your shoes to shine you have to polish them. A happy marriage required more maintenance than your car. When you “polish” your marriage it will “shine”.

Mr. Vice Chancellor, Sir, there is a saying that marriages are made in heaven but the details have to be worked out here on earth. Working out these details is an ongoing process throughout one’s marital life. There is no single marital formula, all you need is to acquire the right knowledge and you will enjoy marital satisfaction effortlessly – as Pastor Chris Ojigbani will say. This also confirms what Pastor David Ebiyeomie said “That crisis in any family (referring to marital crisis), is not satanic invention but wisdom deficiency”.

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Among My Contributions:

As noted by Eheazu (1998) one of the basic functions of an inaugural lecture is “to give the initiate, so to say, the privilege of relating his area of specialization and his contributions therein to the betterment of society”.

Mr. Vice Chancellor, Sir, I am a professional in a “helping profession”, i.e. people-oriented. Like other professionals that involve Human Resources Development, it becomes a bit difficult to quantify one’s achievements in the area of specialization. Nonetheless, I have made substantial contributions to humanity for the betterment of the society.

- I have produced nine (9) Ph.D. graduates,
- Five of the lecturers in my department today including the present Ag. H.O.D., Dr. Mrs. B.N. Iruloh, are my Ph.D. products.
- The former Dean, School of Education Federal College of Education (Technical) Omuku Dr. O.T. Ihiegbullem is my product.
- A Director in the Bayelsa State Civil Service; Dr Mrs. Emily Meifer is also my product
- I have supervised over 50 Masters Degree Theses, and over 120 undergraduate projects.
- In 2002, I was invited as Counselling Consultant by Shell Petrolrum Development Company (SPDC) to handle the counselling of people with HIV/AID in a workshop that lasted for one week.
- I have delivered a number of career lectures to secondary school students during their careers week, to achieve realistic career choice.
- I have delivered lectures to churches on pre-and post-marital Guidance.
• At the Chapel of the Annunciation, Uniport, I take part in preparing young intending couples for marriage (in pre-marriage instructions).
• I have been directly involved in molding and shaping the character of our youth both here in the University and in the wider community through my free counselling services.
• As a marital Guidance Counsellor, I have tried and succeeded in re-building or saving or re-uniting a good number of distressed marriages at the point of disintegration or total collapse.
• Within four years as a Professor, I have served as External Assessor for a number of Universities as well as External Examiner also for University of Maiduguri, University of Uyo, Enugu State University of Science & Technology and Anambra State University, Uli. I have also assessed a good number of lecturers in colleges of Education for various academic positions.
• Besides Counselling couples to achieve marital stability, I am proud to say that I belong to the privileged few who enjoy marital satisfaction and as a result I and my wife serve as a real-life model to many couples, old and young who come across our marriage, observe and imitate our style of marital relationship.

Recommendations
Mr. Vice Chancellor, Sir, I crave your indulgence to make these few recommendations which I believe will help the members of the University community and the wider society to live happily.
1. The University authorities should establish centre for marital conflict management and counselling. This
center will on regular basis organize workshops, seminars and conferences on marital relationships as well as resolve marital conflicts.

2. Most of the University undergraduates are adolescents, and a good number of them marry before completing their programmes especially the females, with little or no knowledge about marriage. Therefore the University should introduce sexuality-education and marital guidance as a University wide course at the undergraduate level.

3. Supporting Okoh (2012), the Nigerian Government should take immediate action to meet its obligations under the International Human Rights declarations, obliging it to protect women from gender-based violence to avoid spousal abuse.

4. The Federal Government should legislate against underage marriages. The Churches should not wed couple below 22 years of age.

5. Couples should feel free to seek marital guidance when they run into conflicts that they cannot resolve amicably on their own for the interest of their children who suffer in the event of divorce or separation.

6. The third party and non-professional counsellors who take part in resolving marital conflicts should bear in mind that the judgment should be pronounced like that of Nigerian-Biafra Civil War- “No Victor, No Vanquish”. They should be very careful in apportioning blames.

7. Both Federal and State governments should ensure that functional Guidance and Counselling Units are established at all educational levels from primary to
tertiary institutions and adequately equipped and staffed.

Conclusion
Mr. Vice Chancellor, Sir, respected audience, in this lecture, I tried to explain the concepts “Guidance” and “Counselling” and the importance of this area of study in our educational system. The lecture established the need for career guidance in an industrial society and the processes that lead to realistic career choice – that guarantee job satisfaction. The second part of the lecture examined the origin of marriage and marital conflicts, as well as marital conflict management styles. Two important ingredients of satisfactory marital relationship i.e., effective marital communication and marital sexuality were fully x-rayed.

The absence of marital satisfaction results to marital failure which leads to divorce or separation. We all know the consequences of this in our society. Broken homes produce adolescents with different shades of negative characters. The unit of the society or community is the family. The family begins with husband and wife and latter includes children. Human life takes its root in the family; here the characters of the youth are developed and nurtured. The various categories of people today in our country; examples, the President, lawmakers, Ministers, Governors; in our own University community here, the Vice Chancellor, Principal Officers, Professors, other staff and students; in the wider society – the dare armed robbers, militants, terrorists like suicide Boko Haram bombers etc, all come from families. What type of person(s) do you want or hope to come from your family? The answer is yours and the choice you make will guide the
upbringing or parental style(s) and morals you bequeath to your children and organization of your family life.

I want to end this lecture by presenting to you these quotes:

- A hungry man is an angry man.
- What a man sows he will reap.
- No food for a lazy man.
- Your happiness is in your hands.
- As you make your bed so you will lie on it.
- Hardwork always yields its profit.
- Idle talk brings want (Proverb 14:23).
- Whoever works his hand shall have bread and spare (Prov. 28:19).
- Selfishness is the key to marital breakdown.
- Selflessness is the key to marital success (Brown et al, 2005).
- It is better to dwell in the wilderness, than with a contentious and angry woman (Prov. 21:19).
- In the Lord, though woman is nothing without man, man is nothing without woman (1 Cor. 11:11)
- The perfect house wife, the truly capable woman, who can find her? She is far beyond the price of pearls. Her husband’s heart has confidence in her from her he will derive no little profit (Prov. 31:10-11); her husband is respected at the city gates, taking his seat among the elders of the land (Prov. 31: 23). Her children stand up and proclaim her blessed, her husband too, sings her praises (Prov. 31: 28).

Finally, Mr. Vice Chancellor, Sir, respected audience, eminent ladies and gentlemen, your take home today is summarized thus:
To Be Happy In Life, One Must

1. **Have a means of livelihood** (Rewarding Work Life) and
2. **Enjoy marital satisfaction.** (With the exception of those on oath of celibacy).

Thank you all for your patience and attention!
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The holy bible


Mr. Vice Chancellor, sir, Members of the Governing Council, Principal Officers of the University, Distinguished Ladies and Gentlemen. I have the single honour and privilege to deliver the citation of the 103rd inaugural Lecturer of the University of Port Harcourt. He is a humble gentleman from a poor humble beginning, a committed Professor of Counseling Psychology, Professor Obi Gregory Kemjika.

**Birth:**
Professor Kemjika was born about 56 year ago into the family of Mazi Kemjika Okorom and Madam Cecilia Nwuru Igedie Kemjika of Eluama Ebenator – Ekwe autonomous community in Isu Local Government Area of Imo state. He occupied the 5th position in a family of seven siblings.

**Primary/Secondary School Education:**
Prof. Kemjika started his primary school education at St. Mary’s Primary school Umualom Uloano Amandugba, as a baby nurse
in early sixties. He was admitted into “EBISHI” equivalent to nursery class and was moved to “INFANT” kindergarten equivalent in the same year due to his brilliant performance. He later transferred to the Local Authority School in his home town where he started in standard one. After elementary five, he stopped school for one year due to finance to support his education. He travelled to Benin with an uncle to tap rubber for this one year. On his return in 1966, Prof. Kemjika transferred to Holy Trinity School, Ebenator-Ekwe where he completed primary six and made **distinction** in his First School Leaving Certificate Examination.

As a pupil in primary six, although very brilliant, taking first position in class most of the time but coming from a humble family managed by a poor widow, the future of his secondary school education was very cloudy and uncertain. What was certain was either he goes back to Benin to continue tapping rubber under a master or go into apprentice to learn a trade. He had the ambition to continue his education at the secondary school level but was not sure that the financial burden can be borne by a widow alone. Secondary school education then was reserved for the privileged few from well-to-do families.

It was in the midst of this uncertainty that Eluama community where he hails from announced secondary school scholarship scheme for only their male primary school leavers commencing from the next academic session. The scholarship scheme, which covered tuition and boarding fees only, was to start with the best two candidates that gained admission into St. Saviour’s College Umuaka. Over thirty primary school pupils sat for the common entrance examination but at last only Professor Kemjika emerged out of the two candidates required. At St. Saviours College, Kemjika proved himself a scholar,
maintained high academic excellence, and graduated in Division One (with 18 aggregates) in 1974.

**Tertiary Institutions**  
**Alvan Ikoku College of Education (A.I.C.E.) Owerri:**  
On successful completion of his secondary education in 1974, Prof. Kemjika was admitted into A.I.C.E Owerri for a three year N.C.E. programme. His teaching subjects were biology and chemistry. This was completed successfully in 1977 after which he enrolled in the N.Y.S.C. programme and served in Abeokuta in Ogun State.

**University of Lagos:**  
Prof. Kemjika was admitted into the University of Lagos Correspondence and Open Studies Institute (COSIT) in 1979 to pursue his B.Sc Ed. Degree programme. This was successfully completed in 1984 with 2nd Class Honours, Upper Division. He gained admission in the same year to pursue M.Ed. programme in Guidance & counseling and completed the programme in 1985. Having made the best result in the master’s programme (Average of 78.5), the Department through the HOD then Professor M.S. Olayinka made a special case for him to the Dean, School of Post Graduate Studies and so he was granted automatic admission to enroll for M.phil/Ph.D Programme. Professor Kemjika defended his Ph.D dissertation in December, 1989. Between 1979 and 1989 Professor Kemjika was a student at the University of Lagos moving from one degree programme to the other without any break.

**Work Experience:**  
Prof. Kemjika served in the N.Y.S.C. programme between 1977 and 1978 as a Chemistry teacher at Oke-on Grammar School,
Abeokuta. At the end of the service year, he took up teaching appointment with the Lagos State Teaching Service Commission from 1st August 1978. He was appointed Graduate Assistant in the Department of Educational Foundations (with Educational Psychology) University of Lagos between 1985 and 1987. He later served as a part-time lecturer in the same department from 1988 to 1990. He joined the University of Port Harcourt on transfer of service from 1st February 1991 as lecturer II.

**Research Experience/Publications/Promotions:**
Prof. Kemjika possesses over twenty-two years of reasonable wealth of research/teaching experience at the university level. He has over thirty-five researched published empirical articles in reputable journals, both locally and internationally. He has authored four books, and five chapters in books. Having assumed duty as Lecturer II in 1991, he was promoted to Lecturer 1 in 1994, Senior Lecturer in 1997 and Reader in 2002. In November 2009 he was elevated to the present rank of Professor, with effect from April 2009.

**Membership of Professional Associations:**
Professor Kemjika belongs to the following professional associations which he plays active part
1. Counseling Association of Nigeria (CASSON)
2. Counseling Association of Nigeria Rivers State Branch
3. Association of Nigerian Educational Psychologists
4. American Psychological Association – International Affiliate Member

**Activities within the University:**
Professor Kemjika has served the university in the following capacities:
- Member of Senate 1999-2001 & 2005-2007
- Member, Appointment and Promotion Committee (Academic) 2000-2010
- Member, Library Committee
- Co-ordinator, Community Service 1991-1999
- Faculty of Education Time-Table Officer 1997-1999
- First Associate Dean, Faculty of Education 2002-2003
- Co-ordinator, Post NCE/ACE Sandwich Programme 2003-2005
- Member Professional Ethics Committee 2005 till date
- Co-ordinator M.Ed Sandwich programme 2008 till date
- Member College Graduate Studies Board 2008-2012 till date
- Member, UDPS Board of Governors 2011 till date
- Chairman, Departmental Graduate Board 1999-2001; and 2012 to date
- Editor-in-Chief NJESPE; Departmental Journal 2012 – date
- Permanent Member of Senate 2009 to date
- And member of numerous Ad-hoc committees

Other Activities outside the University
- Member, St. Anne’s Parish Council, Orlu Diocese 1997-2006
- Chairman, St Anne’s Parish Council Ebenator-Ekwe, Orlu Diocese 2006-2010
- Assistant General Secretary Orlu Zonal Movement 1996-2001
- General Secretary, Orlu Zonal Movement 2002-2006
• Financial Secretary/Treasurer, Catholic Men’s League, Chapel of the Annunciation, Catholic Chaplaincy Uniport 1994-1997
• Patron, Orlu Federated Students’ Union, Uniport Branch
• Member, Board of Directors, Imo State Sports Council, Owerri 2001-2004
• Member, Chapel of the Annunciation Pastoral Council 2006-date
• External Examiner/Assessor – University of Uyo, University of Maiduguri, Enugu State University of Science and Technology; Anambra State University, Uli, Federal College Of Education (Technical) Omoku
• Member Eze-in-Council & Ebenator-Ekwe Tradition Council of Chiefs
• Member, Pre-Marriage Instructors, Chapel of the Annunciation Uniport
• Patron, Ebenator-Ekwe Development Union, Rivers state Branch
• Patron, Bloc Rosary Crusade, Chapel of the Annunciation, Catholic Chaplaincy, Uniport

Private Life
Prof. Kemjika is a quiet and unassuming gentleman of many parts. Outside academic he loves and practices farming. He once had the second largest poultry farm on campus before the University abolished poultry farm on campus. He practices what he preaches in marital relationship. He is happily married to a loving wife, Lolo Edith Adaego Kemjika. The family is blessed with only seven children and four grandchildren.
Mr. Vice Chancellor, Sir, distinguished ladies and gentlemen, I hereby present to you:
• An obedient respectful gentleman
• A counsellor par excellence
• A born teacher
• An erudite academic
• A devoted Christian
• A man who rose from a low birth and made himself great
• An advocate of marital satisfaction
• A man of integrity, sincerity, patience, warmth and understanding,

A Professor of Counselling Psychology, Professor Obi Greg Kemjika to deliver the 103rd inaugural lecture of the University of Port Harcourt- titled Rewarding Work Life and Marital Satisfaction: “Key Ingredients for Happiness.”

Thank You All.

PROFESSOR PETER O.M. NNABUO