

Assessment of Guidance and Counselling Services for Effective Service Delivery among Senior Secondary Schools of Yobe State, Nigeria: Implication for Stakeholders in Education

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Abstract

This study is on assessment of guidance and counselling services for effective service delivery among senior secondary schools of Yobe State, Nigeria: implication for stakeholders in education. The study adopted descriptive survey research design. The population of the study comprise of all forty-nine (49) senior secondary schools with a total population of twenty-six thousand seven hundred and thirty-four (26,734) students. A sample of one thousand eight hundred (1800) respondents were selected through multi-stage sampling technique. The instrument use for data collection was self-developed questionnaire title "Assessment of Guidance and Counselling Services Questionnaire (AGCSQ)" with a reliability alpha of 0.72. The data collected was analyzed using mean and standard deviation for the research question raised. The findings of the study shows that information service was rank 1st with mean score of 3.2058 and standard deviation of .99423. Referral service was rank 2nd with the mean score of 3.0103 and standard deviation of 1.65158. Counselling service was rank 3rd with the mean score of 2.9506 and standard deviation of 1.37039. Orientation service was rank 4th with the mean score of 2.5704 and standard deviation of 1.40788. Planning, Placement and follow-up service was rank 5th with the mean score of 2.2840 and standard deviation of .93810. Appraisal/individual analysis was rank 6th with the mean score of 2.2058 and standard deviation of .94423 respectively. From the findings obtained, it is recommended that efforts should be made by government to train more qualified counsellors at degree and NCE levels in all our conventional universities in Nigeria. Guidance and counselling services should be integrated into the secondary school curriculum and be taught as a class subject. This kind of teaching will enrich students value system and open their minds to the basic facts of live. It will also be very important that administration of each school provides critical leadership and conducive work environment to accommodate the kind of flexible work schedule and organizing regular workshops, seminars and conferences for stakeholders in guidance and counselling.

Keywords: Guidance and Counselling, Services, Delivery, Stakeholders, Education

Introduction

Education at all levels requires the presence of guidance and counselling which is expected to take care of the various issues that students may encounter at school or home. These issues may range from academic,

vocational and persona-social problems which are regular among students regardless of their socio-economic background, religion, ethnic and social foundation. Students are inclined to numerous difficulties which require sufficient guidance and counselling for them to solve. In Nigeria for example, there are contemporary issues confronting students in school ranging from “emotional conflicts, frustration, fears, poor self-image, indecisions, delinquency, suicide, unwanted pregnancies, inability to set a goal in life, poor interpersonal relationship, alcoholism and drug abuse to mention but few” (Salawu & Abdulkadir, 2011). As in the African society, individuals look for guidance from the elderly people in the society and also from soothsayers, wizards, crystal gazers, palmists and future-tellers which they believed to get information from the divine beings. This perhaps indicates that the guidance has been in presence for long as individuals have lived and has been engraved in African conventional society since many years past (Muraina 2018; Busari 2012; Ipaye, 2005).

According to Salawu and Abdulkadir (2011) formal guidance and counselling began towards the end of 1956 when a group of religious sisters of St. Theresa’s college, Oke Ado, Ibadan, became aware of the needs and concerns of their form five students. The staff members of the school knew very well that many of the form five students will seek for employment while a few would proceed for higher education, after they complete their final school certificate examination. In order to meet the need of these form five students the religious sisters in the school decided to provide some kind of occupational information to the students and people from different occupations and business establishments in and around Ibadan were invited to talk to the students about their work.

The invited guests provided relevant information about jobs and career to the students. They serve as the primary source of occupational information to the students. Some personal of the ministries became interested and joined the invited men and women to form Ibadan Career Councils in subsequent years. They extended their series to other part of the country and because it has a national outlook, the council changed its name in 1967 to Nigeria Career council which composed of distinguished knowledgeable and philanthropic individuals with the aim to propagate vocational guidance to students or the young ones where seminars and symposia were organized (Yusuf, Muraina & Jamiu 2019). Similarly, workshops were organized on career guidance for teach-

ers (Career Masters and Mistress), since then the council has been publishing the journal called CAREERS (Salawu & Abdulkadir, 2011). Moreover, it is the Nigerian careers council which submitted plans to the joint consultative committee on education that helped to promote the growth and development of formal guidance in Nigeria.

In a move that showed recognition of the guidance and counselling services, Dr. C. I. Berepiki, a Fellow of the Counselling Association of Nigeria, was appointed the first Vocational Guidance Officer by the Federal Ministry of Education, Lagos in 1961. He wrote an Approach to Guidance in Schools. For a very long time after him, there were no other trained officers to work actively in this unit but with the current state of the profession, the unit is well manned by trained male and female counsellors (Yusuf, Muraina & Jamiu 2019). Another important event which stimulated the interest in the development of guidance and counselling in Nigeria education was a visit to Sureeden France and the United State of American in 1962 by a group of sixteen Nigerian education official and educators. After these visits recommendation were made to the federal government on the bases of what they saw there to include guidance and counselling in to Nigeria educational system.

The Association, in the year 1992, started the same acronym with the Computer Association of Nigeria (CAAN) and the Christian Association of Nigeria (CAN); in order to avoid doubt and confusion, during Kano Conference in 1992, the Association change from Counselling Association of Nigeria (CAN) to Counselling Association of Nigeria (CASSON). The Association has also encouraged the formation of State branches to ensure and encourage wide spread across the federation. Moreover, some state branches are quite active with various activities, workshops and seminars. This aspect is done on individual basis or, in some cases; team approach is used. Some state branches have journals e.g., Imo State has Counselling Spectrum (Hassan, 2009; Popoola, 2015; Yusuf, Muraina & Jamiu 2019). The association has the following president since its inception to date Prof. Olu Makinde (1976–1980); Prof. S. A. Gesinde (1980–1984); Prof. Para Mallum (1984–1988); Dr. (Mrs.) Achebe C. C. (1989–1990); Prof. C. G. M. Bakare (1990–1994); Dr. Nsa A. Nsa (1994–1996) and (1996–2002); Prof. Carew, (2002); Prof. A. I. Idowu, (2002–2004); Prof. Okobia (2004).

The Association has the sole responsibility of licensure of guidance counsellors and also encourages in-

terested individuals in other helping professions to join (Okon, 2009). The journal of the Association is called “The Counsellor”. Through it, research findings of members, which are discussed at the annual conferences, are disseminated. Conference proceedings are also published. In 1975, the first Department of guidance and counselling in Nigeria was established at the University of Ibadan. The second full-fledged department was established at the University of Ilorin in 1981. Ever since then, several universities and some colleges of education have been producing well-trained counsellors. As at now, several counsellors have had postgraduate training with Master and Ph.D degrees and there are professors already in the discipline (Yusuf, Muraina & Jamiu 2019). Although the rationale for the introduction of guidance and counselling is included in the National Policy on Education (2013); however, the problems confronting the development of guidance and counselling programme could be grouped as those caused by personals, materials and money. Its reception is received with suspicion and a wait and see attitude. This is due to the problems as Oderinde and Muraina (2014) and Idowu (2008) enumerated which include paucity of trained counsellors. APGA recommended that there should be a ratio of 1 to 250 (counsellors-students/clients). Tucker, Hamayan, and Genesse (2006) say the ratio, as at 1980 was 1:800. The situation could be worse. This is because the limited members of trained counsellors are moving out of school settings into non-school settings.

A typical school with a population of 1,000 students is expected to have four counsellors; now such a school either has none or at best only one. This poor counsellor-student ratio does not encourage the growth of guidance and counselling in such schools. However, special schools such as the federal government colleges, military secondary schools, university based secondary schools as well as standard/elitist private schools have adequate number of guidance counsellors. However, the percentage of such schools compared with the total population of secondary schools in Nigeria is very small.

It is suggested that more guidance counsellors should be trained and encouraged. Similarly, guidance and counselling units are not well funded. Today, the education enterprise has become a costly venture. Enough funds are not allocated to each school to run its various services. Where fund is available, very little is earmarked for counselling purposes. It seems the various levels of government (Federal, State and Local) do not

want to stretch their budgets with extra demands from an emerging unit such as guidance and counselling (Idowu, 2008). Yet, it is known that effective guidance and counselling unit demands adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as excursions, career clubs and career day/week and furnishing a counsellor's office.

Moreover, because of several factors such as explosion of students' population and inadequate number of classrooms, problem of space or office accommodation is common in the typical secondary school. This is particularly so in the urban centers (where counsellors may be found). This results into a situation in which there is hardly any spare room that can be released for counselling as counsellors' office. Guidance may be given anywhere but counselling needs privacy if it is to be effective (Adeyemo, 2014). One may see a counsellor interacting with a client in one corner of the staff room, under a tree or a place seemingly away from people but such areas are never distraction free. The best that occurs in schools without a counselling office is guidance or educational/vocational counselling, not socio-personal counselling.

The Federal Government of Nigeria (FGN) has clearly stated the need for guidance and counselling in our school's system in its National Policy on Education (2013). This therefore has helped to make all the state governments to establish guidance and counselling units in their ministries of education. In addition to counselling units in the universities, there are some private clinics in the big cities such as Lagos, Ibadan and Owerri. Suffice to say that although guidance and counselling is a relatively new comer to the Nigerian educational scene, it is gradually making its impact (Ojo, 2015). It is still evolving. Guidance counsellors are playing their part in the implementation of the ongoing 9-3-4 educational systems. Some of the need for guidance services in Nigerian educational system include: recent development in education system; increase in students' population in school; student deviant behaviour; change in the world of work; the growing needs of Nigerian youth; changes in home and family life; increase in students' problems and concern in school; problem of national integration; the prevailing ignorance among youth; the need to prepare youth for future roles (Salawu & Abdulkadir, 2011). School guidance services programme needs to be seen mainly as programme of services to the stu-

dents', parents' and teachers as well as those connected to the school. These services include the following:

Orientation Service: This is provided to help students adjust better in any new environment. Many new students feel lost socially and psychologically because they no longer enjoy the psychological support of parents, friend and former teachers. Within the school setting orientation service helps students to adjust to new situation or during critical transition period. Many school administrators, principals, rectors, provosts, and vice chancellors do not know the importance of orientation service (Sambo, 2008). The students are introduced to the physical plants, administrative setup, rules and regulations governing student conduct use of school facilities, teaching staff, and how the school guidance programme can serve their needs (Adamu, 2015; Obsodo & Erick, 2016). Orientation service is required in all school to help new students become more familiar with the new environment, the school rules and regulations, able to locate facilities such as classroom, library, dining hall, school clinic, sport field etc.

Appraisal/Individual Analysis: According to Oladele (2007) appraisal service involves gathering, organizing and interpreting information or data about pupils for the purpose of understanding himself. It involves the use of psychometric instruments to gather data on individuals to enable both the counsellor and the individuals concerned to understand themselves (Modo, 2008; Confort, 2013). Information about students' is usually collected through interviews and written reports (anecdotes) from parents, and significant others. Appropriate appraisal procedure includes the use of test or non-test techniques.

Planning, Placement and Follow-up Service: These are designed to enhance the development of pupils by helping him/her to select and utilize opportunities within the school and in the outside labour market (Ogun-sanmi, 2011). Placement service aids the students to be admitted into a school or subject stream of his choice, taking into consideration his or her ability, aptitude and interest to get job (Oladele, 2007). In school, be it primary, secondary or tertiary institution student's placement may mean secondary adjustment in further education or adjustment in a job after education. Placement therefore refers to the next steps, either in educational pursuit or in vocational pursuit. Individuals need to be placed in educational or vocational field that relate to their interests, abilities and personalities. While follow-up service is designed to assess the extent to which the guidance

programme is meeting the needs for which it was established. The service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme. The ultimate goal of follow-up and evaluation is to improve the programme or make those adjustments that have been indicated by the beneficiaries of the programme as necessary (Oderinde & Muraina, 2014). Individuals need to understand what is required in the situation they are placed. In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and school, how they are adjusting into their new environment. Follow-up service helps the staff to better understand and improve their curriculum and methods.

Counselling Service: Counselling is a face-to-face interaction between a counsellor and a person or group of persons (Olayinka, 2012). Similarly, Aluede (2006) and Alutu (2005) define counselling as a face-to-face interaction between a psychologically troubled person usually referred to a client and a psychologically trained person called counsellor. The Counselling service is personalized in the sense that, the client has a personal problem which requires privacy and confidentiality for discussion with a help expert. Such concerns may include emotional problems, family problems, sexual difficulties, marriage issues and other psychological problems (Hammed & Muraina, 2016). It can also be seen as personalize dialogue or interview between the counsellor and client during which the client seeks expert assistance i.e. (counsellor) regarding the resolution of his problem. The Counselling service is the heart of guidance service and the most important central service of guidance (Ehigbor & Akinlosotu, 2018).

Information Service: Information service is aims at providing students with better knowledge of educational decisions. According to Kolo (2012) a good information service helps young ones prepare to meet challenges of today and tomorrow. Information service is designed to provide students with a greater knowledge on educational, vocational and personal social aspect of the students, such information might influence decision which include whether to go for further education or not, what institution to attend, what courses to offer, what elective to take, which social association to belong etc. (Egenti, Ebizie & Enajedu, 2016). The sources of information service include the local community, the national sources as well as source from outside the country

(Egbo, 2015).

Referral Service: Referral service is the act of transferring an individual to another person or agency providing different kind of assistance. Referral is made for the purpose of specialized assistance. Many referrals occur simply because the problem is beyond the scope of the services provided (Fulya, 2009). Therefore, in order to fill the gaps in the previous study and add more to the existing literature the present study is on assessment of guidance and counselling services for effective service delivery among senior secondary schools of Yobe state, Nigeria: implication for stakeholders in education

Objectives of the study

The objective of the study is to determine:

1. the extent to which guidance and counselling services are offered to students in senior secondary schools in Yobe State, Nigeria

Research Question

The following research question was answered:

Research Question 1: what are the guidance and counselling services offered to students in senior secondary school in Yobe State, Nigeria?

Methodology

The study employed descriptive survey design. Descriptive survey is design which seeks to obtain information concerning the current status of phenomena (Matthew & Godwin, 2018). Descriptive Survey is directed towards determining the nature of a situation that exists at a time. Therefore, the rationalization for the uses of this design was to provide details on assessment of guidance and counselling services for effective service delivery among senior secondary school in Yobe State, Nigeria.

The population of the study was all the Twenty-six Thousand Seven Hundred and Thirty-Four (26,734) Senior Secondary School Students in forty-nine (49) schools in Yobe State. This population of students was spread across the forty-nine senior secondary schools in the state. Multi-stage sampling technique was used in the study. A stratified sampling technique was used to divide the state in to three educational zones. Four schools

where select from each educational zone through lottery method of sampling technique. A simple random sampling technique was used to select one hundred and fifty (150) participants from each school selected making the total sample population of one thousand eight hundred (1800) participants.

The instrument used for data collection was self-developed questionnaire with close ended format named, Assessment of Guidance and Counselling Services Questionnaire (AGCSQ). The close ended is appropriate for this study because it is not time consuming and gives easy tabulation and interpretation by the researchers. The questionnaire is based design on Likert-like scale format that indicates the degree of agreement or disagreement to the statement ranging from 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), 1=Strongly Disagree (SD). The questionnaire was on guidance and counselling services and material requirement for rendering the services and has the reliability index of 0.92.

The researchers visited all the selected schools and seek permission of the school authorities to distribute the questionnaires with the help of research assistance in each school visited. The distribution and collection of the questionnaires was done within one month two weeks. One thousand six hundred and twenty-four (1,624) questionnaires were answered and return. The data collected was analyzed using descriptive statistics of means and standard deviations for all the research questions. The decision point for accepting any item statement was mean score of 2.50. Therefore, the mean score of 2.50 and above indicated that the service is offered while mean score less than 2.50 indicated that the service is not offered.

Results

Research Question 1: what are the guidance and counselling services offered to students in senior secondary school in Yobe State, Nigeria?

Table 1: Mean and Standard Deviation analysis of extent to which guidance and counselling services is offered to students in senior secondary schools in Yobe State

S/N	Statement	Mean	SD	Rank
1	Appraisal/Individual Analysis	2.2058	.94423	6
2	Planning, Placement and Follow-up Service	2.2840	.93810	5

3	Referral Service	3.0103	1.65158	2
4	Orientation Service	2.5704	1.40788	4
5	Counselling Service	2.9506	1.37039	3
6	Information Service	3.2058	.99423	1

Table 1 shows the mean and standard deviation analysis of extent to which guidance and counselling services is offered to students in in senior secondary schools in Yobe State. Information service was rank 1st with mean score of 3.2058 and standard deviation of .99423. Referral service was rank 2nd with the mean score of 3.0103 and standard deviation of 1.65158. Counselling service was rank 3rd with the mean score of 2.9506 and standard deviation of 1.37039. Orientation service was rank 4th with the mean score of 2.5704 and standard deviation of 1.40788. Planning, Placement and follow-up service has the mean score of 2.2840 and standard deviation of .93810. Appraisal/individual analysis was rank 6th with the mean score of 2.2058 and standard deviation of .94423 respectively.

Discussions

The research question for this study sought to determine the extent to which guidance and counselling services are offered to the students in senior secondary in Yobe State. Information service was rank first among the guidance and counselling services offered to students in senior secondary schools in Yobe state. From the data gather and the result obtained from the data analysis, information service was offered to in senior secondary school in Yobe State, Nigeria. Information service provides the student to take suitable decisions in case of educational planning as well as career. At the same time, it is helpful to students to adjust well in different social situations including school situation and occupational situation (Egbo, 2015). The finding is in line with the Egenti, Ebizie, Enajedu (2016) that essential information for planning the educational and vocational career is collected from various sources such as: Teachers, Parents, School guidance personnel or Counsellor, Intimate friends and mates, Newspapers and different useful journals and other mass media such as Radio and T.V which help the student to choose rationally.

Referral and remedial service was rank second among the guidance and counselling services offered to

the students in senior secondary school students in Yobe State, Nigeria. The result shows that referral and remedial service was offered to students in senior secondary school in Yobe State, Nigeria This result was not in line with the previous study of Fulya (2009) that there are a number of challenges facing the provision of guidance and counselling services. These include: lack of adequate guidance and counselling training for teacher counsellors; inadequate resources; and lack of requisite support to guidance and counselling programmes among other challenges. However, referral and remedial service provide specialized service which is meant for exceptional children such as student having speech defects, hard of hearing, incapable of reading and developing study habits etc. (Olayinka, 2005). These exceptional children are not normal children who will read, think and act properly. So, they need special treatment to overcome these handicaps. For this reason, teachers and counsellors make arrangement for the remedial help for these exceptional children. It is generally offered in the school with much care. That is why almost all students get benefit by certain training like training meant for developing study skill.

Counselling service was rank third among the guidance and counselling services offered to senior secondary school students in Yobe State, Nigeria. From the result obtained it shows that counselling service was offered to students in senior secondary school in Yobe State, Nigeria. The present finding was in line with the previous study of Ogar (2016); Aluede (2006) that counselling service is the commonest service provided to students. Counselling service as an integral part of guidance programme, it provides wide applications in different social set up. Similarly, the finding was also in total disagreement with the previous finding of Ehigbor and Akinlosotu (2018) that there is little or no form of counselling services to assist students in career decision-making in their respective schools and that 73.33% of the study population felt that counselling resources for teacher counsellors are unavailable and insufficient in their respective schools. Thus, counselling service is basically meant for the betterment and welfare of the students so called counselee and the service is offered by the counsellor which cites a picture of their better relationship between them.

Orientation service was rank fourth among the guidance and counselling services offered to students in senior secondary school in Yobe State, Nigeria. The result in table 1 showed that orientation service was offered

to students in senior secondary schools. The finding agrees with the previous findings of Adamu (2015); Obso-do and Erick (2016) whose findings reveal that orientation service is readily available for student. Therefore, orientation service is provided to the students who are new comers and those who go to new class or new course in the school set up (Lannap, 2012). It is normally meant for students to enable them to know school courses, rules, regulations, different facilities given to the students by school and to know the clear image of the school.

Placement and follow-up service was rank fifth among the guidance and counselling services offered to students in senior secondary school in Yobe State, Nigeria. From the result in table 1 it shows that placement and follow-up service was not offered to students in senior secondary school in Yobe State, Nigeria. The finding is in line with the previous finding of Ogunsanmi (2011) that follow-up service was not effectively offered to the students. Thus, planning, placement and follow-up service provide such kind of assistance specially to assist students to find out his/her own place in the educational setting on occupational world considering his abilities, interests, skills, aptitudes and attitudes (Lannap, 2012). Furthermore, the service is intended to evaluate and ascertain the student's progress and performance in the context of educational career and activities and progress in the job placement (Oderinde & Muraina, 2014).

Appraisal/Individual Analysis service was rank sixth among the guidance and counselling services offered to senior secondary school students in Yobe State, Nigeria. The result obtained in table 1 reveals that Appraisal/Individual Analysis service was not offered to students in senior secondary school in Yobe State, Nigeria. The finding was in line with the previous finding of Modo (2008) whose finding showed that schools were not given individual record high priority. Moreover, the present finding was not in agreement with the previous finding of Adeyemo (2014) that appraisal service otherwise known as individual inventory was effectively implemented in schools. Therefore, Individual inventory service is an important type of guidance service which may be recognized often as "student's" inventory service. It is very much essential for student as it assists to know the student "himself" at the time of taking any decisions so far, his educational courses and careers are concerned (Confort, 2013).

Conclusion

It is very essential to note that guidance and counselling programme cannot be haphazardly introduced. For the programme to enjoy credibility, popularity patronage and continuity within the school system, they must not be super imposed, they should be developed in a gradual sequential manner. The services should suit local condition/local language and rhyme with the philosophical frame work of the school. It also crystal clear that challenges of providing guidance services are enormous and require urgent attention with the school population vis-à-vis the number of available qualified guidance counselors must be considered in initiating and developing guidance programmes by the stakeholder in education as well.

Recommendations

Thus, it is recommended that:

1. Efforts should be made by government to train more qualified counsellors at degree and NCE levels in all our conventional universities in Nigeria.
2. Guidance service should be integrated into the secondary school curriculum and be taught as a class subject. This kind of teaching will enrich their value system and open their minds to the basic facts of live.
3. It will also be very important that administration of each school provides critical leadership and conducive work environment to accommodate the kind of flexible work schedule and organizing regular workshops, seminars and conferences for stakeholders in guidance and counselling.
4. Government to accord guidance and counselling its rightful place in the senior secondary programme and specify counsellors' functions in clear terms.
5. Principals and other management officers in the school should make budgetary allocation for the smooth running of guidance programmes in schools.

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