

Investigation of Guidance and Counselling Services in Junior Secondary Schools in Idemili South Local Government Area of Anambra State

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ABSTRACT

The main purpose of this study was to investigate guidance and counselling services in Junior Secondary Schools in Idemili South Local Government Area. A descriptive survey design was adopted. Four research questions guided the study. A 3-3 item structured questionnaire was designed and adopted for the study. Mean and standard deviation were used to analyze the data collected. The conclusion was that certain factors militate against the effective rendering of guidance and counselling services, which are lack of fund, large room for group counselling and counsellors separate room, research test materials and psychological test materials. It was recommended that seminars, field trips and excursion should be incorporated into academic curriculum, so that it will help to expose students to real working environment while still undergoing academic training

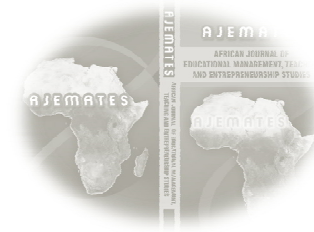
Introduction

The curriculum is the totality of experiences given to the learner under the auspices of the school. The experiences are given or acquired through three major curriculum categories, namely:

- (1) programmes of studies
- (2) programmes of activities and
- (3) programmes of guidance and counselling services.

The programme of the studies include all the academic school subjects, such as mathematics, history, geography, agriculture, health education, music, etc which will provide disciplined knowledge leading to some academic field specialization. Programme of activities

refers to all the activities that are capable of enhancing the academic experiences of students, activities that deal with the actual learner experiences and the present day life of society. Thus the programmes of activities consist of all non-academic activities considered not just as extra-curricular activities, but also as genuinely educational. These include games, sports, recreation, daily assemblies, club activities, choir, Boy scouts, girls' guides, tours, excursions and other related activities (Nnorom & Ezeoba, 2015). Thus, the programmes of guidance and counselling services include all the strategic services that are planned to help the learner acquire the capacity for academic guidance, vocational



guidance and social personal guidance, its attendant counseling, on the other hand, is the instrument of guidance and counselling services. In short, guidance and counselling services is a means to help students help themselves. Through counselling students are aided to grow in the ability to solve their specific goals or careers. Guidance and counselling services in this manner, therefore, includes (1) vocational guidance (2) educational guidance and socio- personal guidance (Nnorom & Ezeoba, 2015).

Guidance and counselling service is a very essential part of curricula experiences but most schools do not give adequate guidance and counselling services to their students. Even where disciplinary problems occur, some school authorities still view more on the punitive aspects rather than on the rehabilitation and guidance component (Muodumogu, 2004).

Suffice it to say that guidance and counselling services, in any shape or form must be a curriculum programme in any institution, so that the experiences given to the learner become total not partial. In order to achieve a good educational standard, the National Policy on Education (FRN, 2004) stated that 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, then government will continue to make provision for the training of interested teachers in guidance and counselling services who

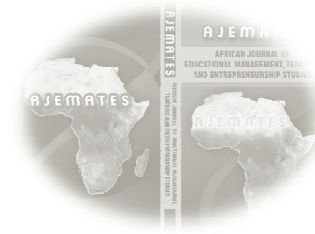
own problems and thereby achieving the ultimate aim of guidance (Risk, 2008).

The guidance and counselling services given to the learner include “advising” or guiding him or her either to pursue a certain desirable behaviour or leading to certain

would also feature in teacher education programmes.

In line with the above, Oladele (2007), Anagbogu and Mmaduakonam (2008) highlighted the following guidance and counseling services in the school, they are appraisal, information, orientation, placement, remedial, referral, counselling services. Also there are ample reasons needed by guidance and counselling. The National Policy on Education (FRN, 2004) stated that in Nigeria school system, the 6-3-3-4 system with its comprehensive curriculum including vocational orientation of people, demand planned guidance and counselling services programme to help pupil’s identity their potentials, interest, ability, aptitude, personality traits and so on. It is necessary to look at the various guidance services.

Guidance and Counselling must provide services not available in the normal conventional school programme for inspiration and direction for both teachers and students. Guidance and Counselling if properly utilized improve self-understanding of people due to proper co-ordination. The services as agents for augmenting instruction, supplement, strengthen and add



meaning to the regular educational experience. If the aim of guidance and counseling services are realized teaching learning functions will become more interesting, fruitful and satisfying in both teacher and learner. The services increase pupils understanding of self, in relation to other, emphasize relationship between academic pursuits and personal development, supplement efforts in assisting children with problems and accumulate and interpret important information.

These services in school prepare and assist students to become ready to solve their adjustment situations before they become involved in self- conflict; they are appraisal service, placement service, follow-up service, orientation service, rehabilitative service, and preventive and administrative service. These services in school should not be only directed to the inadequate, the maladjusted and the potential drop out but rather should be introduced to those who find themselves in need of some kind of help to enable them solve their problems in life.

The appraisal service can help the counsellor develop a comprehensive picture of the students and in turn, the counsellor can help the students gain a better understanding of him/herself, us, through the appraisal and diagnostic activity of the guidance programme, the counsellor is able to develop a total picture of the individual counsel in terms of his capabilities and potentials, his

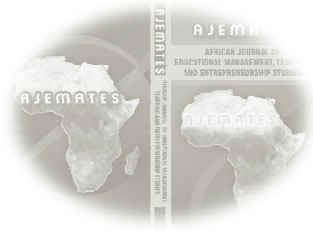
problems and de-abilities, his interaction pattern, his relationship with the world of

leisure, his attitude to people, things and events, his perception of himself and others.

From the view of Oladele (2007) orientation assist the students to get use to his new social surrounding, know the staff and fellow students. It helps both the new and old students to understand better their roles in the school. Thus, the new student gets familiar with the school, its history, its traditions, its rules and policies and its vast opportunities. In addition, orientation is said to be the act of organizing orientation courses for new students who need to know about the school regulations, activities and facilities in the school, acquiring them with the school geography, giving information on such issues like University admission, employment opportunities are all aspects of informational services.

Shertzer and Stone (2003) combined planning, placement and follow-up. They felt the component of students by helping them select and utilize opportunities with the school and in the labour market. Besides, placement services according to Grow (2014) includes grouping pupils to achieve maximum skills, adding learners in their transfer, assisting them in their selection of subjects or programmes of studies, assisting them in their efforts to enter vocational schools and apprenticeship.

Placement according to Anagbogu (2008) refers to putting people into various jobs." However other types of placement apart from vocational placement exist. For instance, Ekiro et. al (2008) sees placement services as helping them to carry out their



plans by placing them in different classes, courses and vocations.

Furthermore, follow-up can be seen as a service whereby individuals are monitored with a view to obtaining regular progress reports on their performance and how satisfied they are with either jobs or academic performance. Based on feedback obtained by the counsellor, or the teacher from those he is advising the school programme may be assessed. This therefore may lead to adopting new approaches to teaching and counselling using different techniques and tools to improve upon the deficiencies found or observed.

According to Shertzer and Stone (2003), in referral services, personnel or agencies outside or within the school are used for the provision of some kind of specialized assistance not available from the counsellor. For instance, a counsellor may refer a student to employment agency because that agency is better equipped to help [the student, get a job. He could also refer student to a psychologist, medical doctor, when he feels that the specialist stands in a better [position to help the student in his problems. The counselor should therefore be fully familiar with potential referral sources before suggesting this to the student.

The remedial service is one of the important services needed in the secondary schools for a failing child. It could be in the social, academic or personality area. Olaniyam (2007) sees it as identifying and devising means of dealing with the problem of

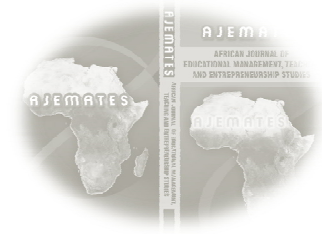
children, who cannot cope academically as also the responsibility of the counsellor. He could design remedial programme for such identified children. In addition, it is said that school- setting teachers can easily send the stubborn Children to the principal for remedial assistance especially where the problem is emotional.

The administrative role of a counsellor points out that the counsellor assists in preparing testimonials, transcripts, transfer certificate, admitting first year and new students, etc. or any other job the principal assigned to him. Animba (2009) feels that a school counsellor need one day a week to do consultations/administrative duties. He administers vocational, occupational, interest inventories to students.

Guidance and counselling services is an essential or relevant component of curricular experiences, but many of the schools in Idemili South Local Government Area do not give adequate guidance and counselling services to their students and so many students are dropping out of school and some universities ask students to withdraw. The problem of the study therefore is to investigate guidance and counselling services in junior secondary schools in Idemili South Local Government Area.

Research Method

Descriptive survey design was adopted for the study. The study was conducted in Idemili South Local Government Area of



Anambra State. The population of the study consisted of all the 21 Secondary School Principals in Idemili South Local Government Area. The sample for the study comprised 14 respondents from fourteen Government-owned secondary schools in the study area and they were grouped into 8 males and 6 females totaling 14 Principals. The selection of sample was achieved using positive technique. A 33 item structured questionnaire was used to collect the data. The questionnaire was divided into sections. Section “A” sought information on bio data, while section “B” contained the items of the questionnaire. A five point likelt scale options of Strongly Agree (SA=5); Agree (A=4); Undecided(UND=3); Disagree (D=2); Strongly Disagree (SD=1) was employed for the instrument. The instrument was validated by two experts in guidance

and Counselling and one expert in measurement and evaluation, all in the Faculty of Education Nnamdi Azikiwe University, Awka. Test-retest method was used to determine the reliability of the instrument by administering copies to 10 principals from Awka South Local Government Area. After an interval of two weeks, the instrument was re-administered to the same respondents. After analyzing the responses, a co-efficient 0.78 was obtained and considered adequate for the study. The instrument was administered to the respondent by the researcher with the help of research assistants. The data collected were analyzed using mean and standard deviation to answer the research questions, 2.50 and above were regarded as positive while mean scores less than 2.50 were regarded as negative

Presentation of Results

Research Questions 1: What are the training strategies for improving guidance and counselling services in junior secondary schools in Idemili South Local Government Area?

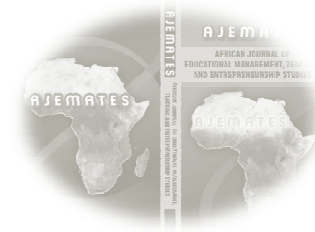


Table 1: Mean Scores and Standard Deviation Of Training Strategies For Improving Guidance And Counselling Services in Junior Secondary School in Idemili South Local Government Area

S/N	Training Strategies for Improving Guidance and Counselling	M	F	X	SD	Remarks	
1.	Assistance by school in conducting research on matters relating to guidance and counselling services training.	3.59	3.43	3.51	0.61	Important	
2.	Placement of students on industrial training programme as sole responsibility of the employer.		3.16	3.11	3.14	0.85	"
3.	Scholarship by school to students with outstanding performance during training.	3.06	3.33	3.20	0.73	"	
4.	Acceptance of students on field trips and excursions by the school.		3.44	3.56	3.50	0.64	"
5.	Introduction of training fellowship for teachers.	3.59	3.56	2.58	0.91	"	
6.	Proper orientation for vocational students in schools before commencement of guidance and counseling training.		3.47	3.56	3.52	0.61	"
7.	Organizing workshops for guidance and counselling students by the school for practical training.	3.03	3.50	3.27	0.72	"	
8.	Providing flexible study schedule by the school to enable students explore the wide range of available learning opportunities.		3.00	3.44	3.22	0.61	"
9.	Inviting experts from the school as resource person to demonstrate skills and production techniques to guidance and counselling students.		3.19	3.72	3.46	0.77	"
10.	Organizing short practical courses in the school for guidance and counselling teachers to update their knowledge and skills.	3.38	3.67	3.53	0.57	"	
11.	Effective training supervision by guidance and counselling based supervisors.		3.31	3.56	3.44	0.65	"
Grand Mean		3.20	3.49	3.31	0.70	"	

Research Question 2: What are the curriculum strategies for improving guidance and counseling services in junior secondary schools in Idemili South LGA?



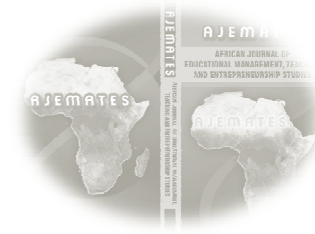


Table 2: Mean Scores and Standard Deviation of Curriculum Strategies for Improving Guidance And Counselling Services in Junior Secondary Schools

Curriculum Strategies for Improving Guidance and Counselling Services	M	\bar{X}	FSD	Remarks	
12. Diagnosis of the needs of the schools for curriculum review.	3.22	2.94	3.08	0.98	Important
13. Formation of curriculum objectives for guidance and counselling services based on manpower needs of the schools.	2.97	3.17	3.18	0.39	“
14. Linkage between schools and ministry in selection of curriculum for guidance and counselling services.	3.23	3.11	3.09	0.70	“
15. Selection of learning experiences for guidance and counselling service programme based on schools demand.	3.06	3.11	3.04	0.60	“
16. Organization of learning experience for guidance and counselling service programme based on schools needs.	3.13	2.94	3.14	0.58	“
17. Periodic assessment of the guidance and counselling service curriculum by school establishments.	3.16	3.11	3.28	0.69	“
18. Contribution/input of schools in guidance and counselling service curriculum review.	3.19	3.06	3.13	0.36	“
19. Allocation of adequate time to the curriculum development for effective practical workshop activities by guidance and counselling.	3.16	3.39	3.28	0.43	“
20. Involving representatives of guidance and counselling service in curriculum formulation.	3.02	2.94	2.98	0.62	“
21. Principals and guidance and counseling teachers engage in conducting follow-up study for curriculum evaluation.	2.47	3.22	2.85	0.92	“
Grand Mean		3.06	3.10	3.08	0.63

Table 2 shows the grand mean score of 3.08 and standard deviation of 0.63, with the mean ratings of all the listed curriculum strategies ranging from 2.85 to 3.28. This indicates that the respondents, considered the listed curriculum strategies important for improving guidance and counseling services in education.

Research Question 3: What are the administrative strategies for improving guidance and counseling services in junior secondary schools in Idemili South Local Government Area? To answer research question 3, data were analyzed using the mean and standard deviation and the result presented in Table 3

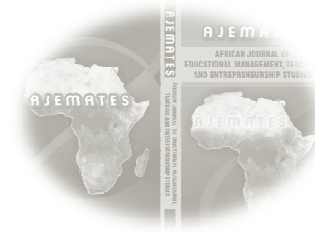


Table 3: Mean scores and Standard Deviation of Administrative Strategies for Improving Guidance and Counselling Services in Junior Secondary Schools

S/N/Administrative Strategies for Improving guidance and counselling	M	F	XSD	Remarks			
22. Redesigning of principals' job during to avoid loss of interest.	3.19	3.33	3.26	0.55	Important the training		
23. Appreciation by "schools to the guidance and counselling teachers for accepting students on the industrial training.		3.31	3.17	3.24	0.48	“	
24. Communication between schools and guidance and counselling teachers on student trainees’ performance.		3.16	3.33	3.26	0.38	“	
25. Provision of effective reward system by schools for outstanding performances by principals during the training.		3.00	3.00	3.00	0.68	“	
26. Organization of joint co-operative programmes of research between guidance and counselling teachers and schools.		3.00	3.00	3.00	0.56	“	
27. Giving guidance and counselling teacher's opportunity to upgrade their skills in training from time to time.			3.28	3.50	3.39	0.55	“
28. Schools liaison with guidance and counselling teachers to obtain vacancies for student training.	3.22		3.28	3.25	0.58	“	
29. Merit award to the teachers (guidance and counselling) and principals by the schools.			2.66	3.00	2.83	0.82	“
30. Encouragement of guidance and counselling teachers and schools to form professional association.	2.69		2.72	2.71	1.00	“	
Grand Mean		3.06	3.15	3.10	0.62		

Table 3 shows the grand mean score of 3.10 and standard deviation of 0.62, with the mean ratings of all the 9 administrative strategies ranging from 2.71 to 3.39. This

indicates that respondents considered the listed administrative strategies important for improving guidance and counseling services in junior secondary schools.

Research Question 4: What are the factors that militate against effective rendering of guidance and counselling services in junior secondary schools in Idemili Local Government Areas?

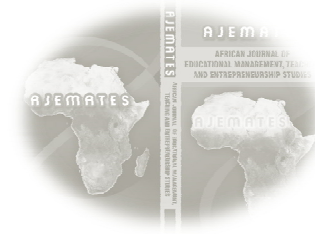


Table 4: Mean And Standard Deviation of Factors That Militate Against Effective Rendering of Guidance and Counselling Services Junior Secondary Schools.

S/N	Items on Factors militating against effective rendering	M	F	X	SD	Remarks	
31.	The school guidance counsellors have enough funds to implement guidance and counselling services		3.19	3.33	3.26	0.55	Important
32.	Your school guidance counsellors make use of research and test materials for proper guidance		3.31	3.17	3.24	0.48	“
33.	Guidance counsellors in your school have large room for group guidance and counselling services.		3.16	3.33	3.26	0.38	“
Grand Mean			3.060	3.15	3.10	0.6	

Table 4 shows the grand mean score of 3.060 and standard deviation of 0.62, with the mean ratings of all the 3 factors militating against effective rendering of guidance and counselling services in junior secondary schools ranging from 3.16 to 3.33. This indicates that respondents

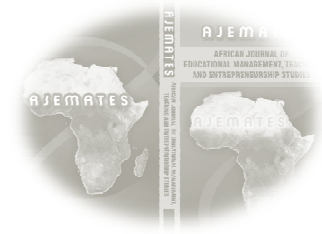
Discussion of the Findings

The result of the analysis of training strategies reveals that principals of the schools consider the listed training strategies important for improving guidance and counselling services. The findings revealed that acceptance of students on field trip and excursion, proper orientation for students, organizing workshops and conferences are some of the training strategies that should exist between school and guidance counsellors. Furthermore, the study revealed that opinion of male and female respondents' has influence on the training strategies

considered the listed factors that militate against effective rendering of guidance and counselling services junior secondary schools in Idemili Local Government Areas.

adopted for improving guidance and counselling services.

The analysis of curriculum strategies revealed that diagnosis of needs, formulation of curriculum objectives, selection of learning experience and organization of learning experiences are all curriculum activities that could improve guidance and counselling services. The finding is in line with the assertion of Dikko (1978) who pointed out that since the acquisition of skills expected from a particular training programme depends on the relevance of the course content to the skills required in



schools, the academic curricular schools and ministry of education, therefore are important areas that require linkage between guidance counsellors and principals.

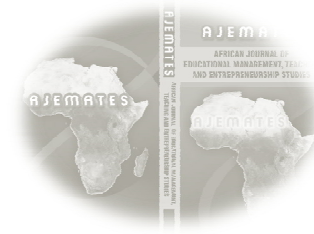
Furthermore, the finding collaborate the view of Finch and Crunkiton (1999) pointed out, that curriculum must be responsive are likewise obligated to indicate what the needs are and to assist the school in meeting these needs.

The finding also revealed that representatives of school should be involved in curriculum formulation, thereby strengthening King (1994) who opined that drawing a course content of vocational subject is not the prerogative of the school only, but a joint effort of all relevant sectors that directly or indirectly benefit from the products of vocational education. This has to be so since the vocational- oriented curriculum serves the needs of individual trainee as well as economic needs of the society. According to King, this implies that public and private sectors should be able to contribute to the curriculum development for vocational education since they are in a position to know exactly what should be included in the syllabus. The findings also revealed that guidance and counselling curriculum should be assessed periodically. This is line with Okon (2000) who stressed that curriculum of the school be constantly revised based on the advice of the curriculum evaluation result provided by the school. Accordingly, to Okon (2000) also noted that curriculum revision should involve changing the context noted that

curriculum revision should involve changing the context of courses, deleting some topics and introducing others so that the course offering will fully meet current occupational requirements and the needs of the students. Moreover, the study shows that respondents' qualifications have no significant influence on the rating of curriculum strategies for improving guidance and counselling services.

The analysis of the study indicated that guidance counsellors consider the listed administrative strategies important, for improving school-industry linkages in vocational education with a grand mean of 3.06. The finding revealed that redesigning of students' job during the training to avoid boredom and loss of interest, recognition and appreciation by school to the guidance counsellors for accepting students on the industrial training and constant communication between schools and guidance counsellors on students' trainees are some of the administrative strategies for improving guidance and counselling services. Panepanontor (2004) maintained that recognition is the most available tools that administrators can use in bolstering image. An administrator need not wait for a major accomplishment. Even the simplest of virtues are worthy of recognition. Respondents' years of experience have no significant difference in the rating of administrative strategies for guidance and counselling services.

The analysis of the study indicates that factors that militate against effective



rendering of guidance and counselling services with a grand mean of 3.060. The findings revealed that guidance counsellors have large room for group guidance and counselling services, make use of research and test materials for proper guidance and have enough funds to implement guidance and counselling services in junior secondary schools.

Conclusion

The researcher concluded based on the findings that adoption of training, curriculum, administrative and factors militated against strategies will go a long way in enhancing effective teaching of guidance and counseling services in junior secondary schools.

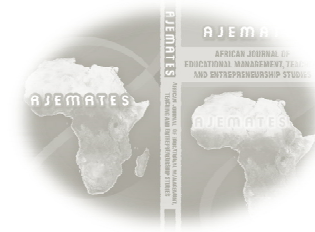
Recommendations

Based on the findings, implications and conclusion of the study, the following recommendations were made;

1. Seminars, field trips and excursion should be incorporated into academic curriculum, so that it will help to expose students to real working environment while still undergoing academic training.
2. ITF should work out machinery to organize guidance and counselling activities such as seminars, workshops and conferences,
3. Ministry of Education and curriculum designers should collaborate with schools in both training and curriculum design for more effective programme implementation.

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