



LEVELS OF IMPLEMENTATION OF GUIDANCE AND COUNSELLING PROGRAMMES IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

The study examined the levels of implementation of guidance and counselling programmes in public post-primary schools in Anambra state, Nigeria. Four research questions and four null hypotheses guided the study. The study was conducted using an evaluative research design. The entire population of 129 Professional Counsellors in schools in Anambra was studied due to its small and manageable size. A validated questionnaire with internal consistency reliability coefficient of 0.74 was used for data collection. Data was collected through direct delivery method and analyzed using mean, standard deviation and t-test. The findings of the study revealed that guidance counsellors in public post-primary schools implement orientation, career convention, teachers' forum and leadership training programmes to a great extent. Based on the findings, it was recommended among others that government should formulate and implement policy measures or programmes that could help in seeing that guidance counsellors are always updated, in relations to the fast growing society.

KEYWORDS: *assessment, guidance counsellors, implementation, public post-primary schools, counselling programmes*

1. INTRODUCTION

The society today is entwined in so many issues. These issues could vary from urbanization, industrialization, moral debauchery, estrangement, polarity, political precariousness, covetousness, tribalism, stealing, outfitted theft, capturing, wantonness, breakdown of peace, rejection of cultural values, refusal to go to class by young people to high rate of crime. All these have the tendency of destabilizing a nation. However, seeing the extent of possible harm and terrible notoriety this could bring to a nation, the National Policy on Education (FRN, 2013) recommended among other educational services, the services of career officers and counsellors:

In view of the apparent ignorance of many young people about career prospect, and in view of personality adjustment among school children career officers and counsellors will be appointed in post primary institutions (FRN, 2013).

In addition to the career development and training program, other programs such as the orientation program, the leadership forum, the teachers' forum, have also been implemented into the education and training system. These guidance and counseling programs have been implemented in the school system because some educators, such as Ikem (2007), Achebe (2005), have suggested that through

these programmes, counselors would likely have increasing impact on the lives of students, both while they are in school and when they left school. They believed that the future working life of students would be drastically different from the present and the past. They concluded that automation and technological changes and breakthroughs would cause people to change their jobs more often, move more often, update and trade in education models to remain employable, and diversify their practical skills to remain competitive.

In addition, in contributing to the need for guidance and counseling programs in secondary schools, Nwaoba (2012); Ifelunni (2008) and Omeje (2009) made a key recommendation on the need for guidance and counseling programs to be implemented. They found, among other things, that the greatest guidance and related problems faced by secondary school students were in the area of career choice, interpersonal relationships, making appropriate and satisfying career choices, self-understanding, positive self-image, offering to help teachers and school staff to understand positive self-image, helping teachers and school staff to understand the needs and challenges of each individual to mobilize all the resources at their disposal in the school or at home to satisfy their needs.

Despite all this, and the fact that Nigeria has a lot of human and material resources, one would have



thought that the country would have gone out of underdevelopment and other related problems. After all, other nations, in very similar circumstances to Nigeria, have done so (namely, China, Libya, among others). Perhaps school guidance could have helped to develop skills, attitudes, etc. in order to realize their fullest imaginable competencies for national development.

In an attempt to identify the possible causes of high rates of crime and violence among students and graduates, Nwachukwu's (2007) study found that ineffective guidance and counseling programs in today's school system have precipitated an unprecedented rise in crime, student violence, cultism, wrong career choices, and wrong subject combinations. This called for a sound understanding and implementation of guidance and counseling programs in, in particular, post-primary schools in Anambra State.

Guidance and counseling programs are expected to complement the educational and administrative input of students, to develop a sound attitude towards themselves, values, interests, moral beliefs and disciplines, and to contribute to the promotion of student awareness, the ability to gain a good knowledge of the world of work, the possibility of continuing education and the ability to make realistic decisions and promote human efficiency. It is also expected to help the school administration develop a strong and long-term partnership between school heads, teachers, parents and students.

In view of the above, Akpan (2010) described guidance and counseling as an educational service that seeks to provide an opportunity for a school child to develop a comprehensive education that prepares him / her for functional life. As a consequence of these interpretations by these authors, advice and therapy is also a human-oriented program that is focused on helping people to identify and redefine their priorities and expectations in the pursuit of greater success in their lives. However, looking at the current state of society, where many young people and some graduates are virtually non-functional in society, one begins to wonder whether guidance counseling is actually being implemented as a program in the school curriculum of rural and urban post-primary schools, in particular. The researcher in view of the above has decided to make a critical assessment of guidance counseling in post-primary schools, to assess the level of implementation of Guidance and Counselling programmes in secondary schools.

STATEMENT OF THE PROBLEM

There have been reported cases in some secondary schools in Anambra State where students do not act the way they should, both when they are in school and when they have graduated. Such instances may not have been when there is effective

implementation of guidance and counselling services in the school system, which is intended to help educate and instruct students in making the correct decision and integrating well into a fast-growing world. Students, who are seen to lack some of the benefits of undergoing guidance counseling programs in schools, often object to school rules and regulations. And as students, they find it very difficult to integrate into society, thereby becoming a nuisance to the society, at large.

On the one hand, the teachers who are supposed to help guide these students are not seen to be helping matters. They probably do not understand either the need for guidance counseling programs or the work of a school counsellor. This may be due to the lack of them coming together as teachers; to discuss this and other related issues among themselves. Since similar cases are not far-fetched in Nigerian schools, this has led the researcher to wonder whether guidance and counseling programs such as orientation, career convention, teacher forum, and leadership training programs are actually being implemented in post-primary schools in Anambra State. The goal of this study is therefore to evaluate the extent of implementation of these programs by guidance counselors in rural and urban post-primary schools in Anambra State, Nigeria.

2. OBJECTIVES OF THE STUDY

The main purpose of this study is to assess the level of implementation of Guidance and Counselling programmes in secondary schools in Anambra State. Specifically, the study sort to:

1. Assess the level of implementation of orientation programs by rural and urban guidance counselors in public secondary schools in Anambra State.
2. Test the extent of adoption of a career convention by rural and urban counsellors in public secondary schools in Anambra State.
3. Assess the degree to which teachers' forum initiatives are introduced by rural and urban guides in Anambra State public secondary schools.
4. Evaluate the extent of implementation of rural and urban guidance training programs in public secondary schools in Anambra State.

SIGNIFICANCE OF THE STUDY

The significance of the study is derived from the theoretical and practical basis for the evaluation and implementation of the Guidance and Counseling program in secondary schools. In practice, however, the findings of the study are expected to be of great benefit to students, teachers, parents, school administrators, counselors and future researchers. It would help students to be aware of their basic personal requirements, abilities, assets, liabilities and



potential. It is also expected to help provide them with vocation information. It is expected to help students gain a positive image of themselves through self-understanding. Students are expected to be helped to make appropriate and satisfying personal vocational and educational choices. This will also motivate students to inculcate healthy learning habits. This could be achieved by organizing awareness-raising programs with guidance counselors from different schools.

Research Questions

The following research questions guided the study:

1. To what degree do rural and urban guidance counselors enforce orientation services in public post-primary schools in Anambra State?
2. To what extent do rural and urban guidance counselors hold a career convention in public post-primary schools in Anambra State?
3. To what degree do rural and urban guidance counselors introduce teacher forum services in public post-primary schools in Anambra State?
4. To what degree do rural and urban guidance counselors offer leadership training programs in public post-primary schools in Anambra State?

3. METHODOLOGY

This research used an evaluative method to determine the extent of implementation of instruction and therapy services in post-primary schools in Anambra State. The design according to Obikeze (2017) aims to assess the degree to which a mapped system has been applied in a given setting in order to be able to make a value judgment.

This study was conducted in the state of Anambra. The state is one of the thirty-six states of the Federation and is situated in the south-eastern region of Nigeria. The study population consisted of 129 professional guidance counselors in public secondary schools in Anambra State. The study

sample consisted of 129 Guidance Counselors in public secondary schools in Anambra State. No sampling was carried out as the entire population was studied due to its small and manageable size.

Sampling and Instrumentation

The Guidance and Counseling Programs questionnaire was used to collect data from respondents (counselors). The questionnaire, organized as a self-report questionnaire, consisted of five sections, Sections A, B, C, D and E. Section A dealt with the demographic data of the respondents. Section B dealt with Orientation Services in Schools; Section C on the Career Conference and Section D on the Teachers' Forum; and Section E on Leadership Development. Twenty-three questionnaire elements were made up of four clusters. The research instrument has been properly checked. Respondent data were analyzed and checked for internal accuracy using Cronbach Alpha. Tests yielded coefficients of 0.73, 0.86, 0.66 and 0.69 for the orientation program, the career convention, the teacher forum and the leadership training.

Statistical design

The direct delivery method was used to administer and collect the instrument together with six research assistants by the researcher. The research questions were analyzed using mean and standard deviations. When analyzing the data, items with a mean of 1.00-1.49 were considered to be of Very low extent (VLE), 1.50- 2.49 were regarded as Low extent (LE), 2.50- 3.49 were regarded as High extent (HE), and 3.50- 4.00 were regarded as Very high extent (VHE).

4. RESULTS

This section presented the data by presenting the demographic details of the sample under analysis. Frequencies and percentages are shown in the table below:

Table 1: Demographic Information of the Respondents

Categories	Levels	Frequency	Percentage
Location	Urban	56	45
	Rural	68	55

The data in **Table 1** showed that the sample comprised 56(45%) urban and 68(55%) rural counsellors.

Research Question 1: To what extent do rural and urban Guidance Counsellors carry out orientation programme in post-primary schools in Anambra State?



Table 2: Mean Scores and Standard Deviation on the Extent Guidance Counsellors Carry out Orientation Programmes in Post-primary Schools.

s/no	Item Description	N	Mean (\bar{x})	Std	Decision
1.	Giving students information about history of the school.	124	2.49	0.685	LE
2.	Taking the students round the school compound to understand the environment.	124	2.55	0.685	HEI
3.	Creating awareness about school rules and regulations.	124	2.34	0.573	LE
4.	Introducing the fresh students and those on transfer to the school management team.	124	2.75	0.691	HE
5.	Students are giving information about the existence of legitimate club/societies in the school and the need to join.	124	3.29	0.624	HE
6.	Exposing the students to the existing faculties available in the school e.g. sports.	124	2.64	0.666	HE
7.	The students are given information about study habit.	124	3.35	0.627	HE

The data in **Table 2** revealed that the mean scores of respondents in carrying out orientation programme are items 1 and 3 with 2.49 and 2.34 meaning Low extent, items 2, 4, 5, 6, and 7 with 2.55, 2.75, 3.29, 2.64 and 3.35 are High extent. This implied that guidance counsellors implement some of the

orientation programmes to a low extent while some to a high extent.

Research Question 2: To what extent do rural and urban Guidance Counsellors carryout career convention in public post-primary schools in Anambra State?

Table 3: Mean scores on the extent of implementation of career convention programme in post-primary schools by guidance counsellors.

S/no	Item Description	N	Minimum Statistics	Mean X	Maximum Statistics	Standard Deviation	Decision
8.	Inviting expert/professionals to talk to the students about their career.	124	3.00	4.00	2.34	0.489	LE
9.	Giving students information on the institutions that offer different career.	124	3.00	4.00	3.00	0.691	HE
10.	Giving students opportunity to ask questions about different careers/ subjects offered in the school.	124	3.00	4.00	2.00	0.480	LE



11.	Counsellors provide Entertainment to all the Participants during Career convention.	124	3.00	4.00	2.40	0.873	LE
12.	Students are educated On the problems and Prospects of each career	124	3.00	4.00	2.63	0.708	HE

The data in **Table 3** showed the mean scores and standard deviation of the extent that guidance counsellors implement career convention in secondary schools. This showed items 8, 10 and 11 with 2.34, 2.00 and 2.40 meaning low extent (LE) while items 9 and 12 with 3.00 and 2.63 meaning High extent (HE).

Research Question 3: To what extent do rural and urban Guidance Counsellors implement teachers' forum programmes in public post-primary schools in Anambra State?

Table 4: Mean Scores and Standard deviation of respondents on the implementation of Teachers' Forum programme in secondary schools.

S/no	Item Description	N	Mean	Std	Decision
13.	Teachers are reminded of their roles in the school.	124	2.84	0.683	HE
14.	Giving the teachers the opportunity to express their views on issues concerning them.	124	2.38	0.806	LE
15.	Creating room for teachers to exchange experiences and ideas on academic matters.	124	1.49	0.590	VLE
16.	Discussing staff management relationship during teachers' forum.	124	1.38	0.689	VLE
17.	Creating opportunity for staff to discuss their welfare during teachers' forum.	124	2.40	0.962	LE
18.	Erring teachers are reprimanded by their fellow teachers.	124	2.49	0.796	LE

The data in **Table 4** showed the mean scores and the standard deviation of respondents on the degree to which the teachers' forum system was applied in secondary schools. The result showed that items 15 and 16 with 1.49, 1.38 were VLE, items 14, 17 and 18 with 2.38, 2.40 and 2.49 were LE, while items 13 with 2.84 were HE.

Research Question 4: To what degree do rural and urban guidance counselors carry out a leadership training program in public post-primary schools in Anambra State?



Table 5: Mean Scores and Standard deviation of respondents in the carrying out of Leadership Training programme by guidance counsellors.

S/no	Item Description	N	Mean	Std	Decision
19.	Educating students' leaders on their roles in school.	124	3.41	0.584	HE
20.	The students are told about their rights and privileges.	124	3.29	0.890	HE
21.	The prefects are Informed of their limitations in the exercise of their power.	124	3.58	0.585	VHE
22.	Training the students on the leadership skills of a leader.	124	3.18	0.800	HE
23.	Discussing with the school functionaries on their relationship with the school management, staff and students.	124	3.26	0.699	HE

The data in **Table 5** revealed the mean scores and standard deviation of guidance counsellors in carrying out leadership training programme in secondary schools. The result showed that items 19, 20, 22, and 23 were HE while item 21 was VHE.

5. DISCUSSIONS

Results from **Table 2**, which focused on the extent to which guidance counselors carry out an orientation program in secondary schools in Anambra State, revealed that guidance counselors are implementing some of the orientation programs to a low and some to a high degree. They take students around the school compound; but do not make them completely aware of the rules and regulations of the school. While, on the other hand, it applies all areas of the program, such as raising awareness about school rules and regulations; introducing new students and transfer students to the school management team. This is in line with the opinion of Ogbiji, Eyo and Oko (2011), who argue that although the implementation of orientation programs is high in secondary schools, there are still significant differences in the regularity and content of their orientation programs between public and private secondary schools in the State.

Table three findings based on the extent of adoption of the career convention system by secondary school counselors in Anambra State. From the table, the mean scores and the standard deviation of the extent of application of the career convention

by secondary school counsellors have been shown to differ. Essentially, it implies that some guidance counselors are implementing a career convention program to a high degree, corroborating the results of Awoyemi & Odeniyi (2014), which argues that a career convention program is being implemented by guidance counselors in secondary schools. On the other hand, some guidance counselors are introducing a career convention, to a low extent.

Table 4 findings based on the extent of implementation of the Teachers' Forum system through feedback and advice in Anambra State. The outcome has shown that guidance counselors have incorporated some of the teacher forum programs to a high degree, others to a moderate degree, and others to a very low degree. This low level of implementation of the Teachers' Forum system often leads to a low level of student success. This finding is consistent with the result of Omoniyi (2013), who argued that lack of commitment and poor attitude on the part of teachers to work is often due to the poor performance of students in external examinations.

Table 5 results focused on the extent to which guidance and counselors carry out a Leadership Training program in secondary schools in Anambra State. The findings from the table showed the mean scores and the standard deviation of the counselors in the performance of the high school leadership training programme. It shows that the guidance counselors have implemented most of the leadership training program to a high degree and some to a very high degree. This demonstrates appreciation of the



importance given to the introduction of leadership training programs in schools. This result is consistent with the observations made by Kibui (2013) that awareness occurs in both existing and developing countries, of the significance of schools producing effective leaders if they are to provide the best possible education for their students.

6. CONCLUSIONS

Based on the findings of the study, the implementation of guidance and counseling programs in public secondary schools in Anambra State is an enormous task that requires concerted effort on the part of all. In addition to the results of the study, guidance and counseling programs such as orientation, career conventions and leadership training programs are to a large extent implemented in secondary schools in Anambra State.

7. IMPLICATION OF FINDINGS

Gaps in the implementation of guidance and counselling services in post-primary schools in Anambra State have been identified as a result of inadequate feedback from rural secondary school counsellors. This would also create difficulties for students who have graduated from rural secondary schools to join a society where they will also meet their counterparts from urban secondary schools; thus creating an inferiority complex among students from rural secondary schools.

8. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Government should formulate and implement sustainable policy measures that could help to ensure consistency in the implementation of the teachers' forum program in secondary schools. It will go a long way towards ensuring that every secondary school authority is serious about enforcing the programme, thus building a cohesive partnership between teachers and their school managers.
2. The government should devise and enforce policy initiatives or services that could help ensure that guidance counselors in all secondary schools are still up-to-date in ties with a fast-growing population. This could help to maintain their output in secondary school guidance and counseling programs.

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