

THE PERCEPTION OF THE IMPACT OF GUIDANCE  
SERVICES IN SOME SELECTED SECONDARY  
SCHOOLS IN ZARIA, KADUNA STATE

BY

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1994.

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own work. To the best of my knowledge, it has never until now been presented for higher degree in this University or any other institution. All quotations are indicated by quotation marks, and the sources of information are duly acknowledged by means of references.

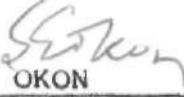
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CERTIFICATION

This thesis entitled, "The Perception of the Impact of Guidance Services in Some Selected Secondary Schools in Zaria, Kaduna State" by Victoria W. BOLARIN (Mrs) meets the regulations governing the award of the degree of Master of Education (M.Ed) in Guidance and Counselling of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

  
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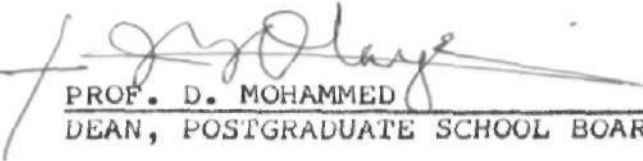
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ABSTRACT

The study investigated the extent and organisation of guidance services in some secondary schools so as to assess the impact of guidance services on the lives of students.

The main objective was to find out what the schools were doing to meet the educational, social and personal needs of the students, and the means by which students could be better helped to understand themselves and plan for their future careers.

Two main research questions were posed and answered. In addition, the following null hypotheses were stated and tested at 0.05 level of significance:

1. There is no significant difference between male and female students\* needs for guidance services in the selected secondary schools.
2. There is no significant difference between students' ages and their needs for guidance services,
3. There is no significant difference between the mean scores of day and boarding students with respect of their needs for guidance services in secondary schools.

The sample size of 308 respondents was randomly chosen out of which 296 were from Junior Secondary Three and Senior Secondary Two while 12 school counsellors were drawn from the six sample schools.

The main instruments used for the study were the questionnaire and structured interview which were designed by the researcher. ANOVA and t-test statistical tools were used to analyse the data. Hypotheses 1 **was retained while**, hypotheses 2 and 3 were rejected.

The study revealed the following:

1. That age has no significant effect on students' need for counselling. That is to say both old and young need guidance services.
2. That guidance services have not yet made any appreciable impact in most of these schools under study.

From the findings the following major recommendations were made:

- (a) That school administrations should provide some infrastructure, such as counselling rooms adequate furniture and adequate funds to equip counselling rooms.

- (b) That the teaching load of the guidance masters should be greatly reduced so that they could give adequate time to guidance service for students.
- (c) That teachers, principals and other school staff members should be deeply involved in school guidance programmes. This is necessary since without their cooperation school guidance masters cannot achieve much success.

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ABBREVIATIONS, SYMBOLS AND DEFINITIONS  
OF TERMS

Abbreviation

D.F.	Degree of Freedom
G.G.D.S.S.	Government Girls' Day Secondary School
Ho	Null hypothesis
i.e.	That is
J.S.S.	Junior Secondary School
M.S.	Mean of Square
N.C.E.	National Certificate of Education
N.	Total Number
%	Percentage
S.D.	Standard Deviation
S.S.S.	Senior Secondary School
S.S.	Sum of Square
U.N.O.	The United Nations Organisation
U.N.E.S.C.O.	The United Nations Educational Scientific and Cultural Organisation
W.T.C.	Women Teachers' College
WAEC	West Africa Educational Certificate.

Definition of Terms

It is important to define the following terms used so as to give meaning to the research:

Counsellor. This refers to a professionally trained person, a person more knowledgeable, experienced or an expert in the area of the clients problems and in the art of counselling.

Educational Services - is used operationally to mean any service relating to all aspects of education or course of study and adjustment to academic requirements.

Guidance Services - are specific and organised actions taken by the guidance personnel to make guidance programme operational or real to the clients (Kolo 1989).

Occupation - any kind of work an individual does on a regular basis, usually performed for wages, salary, commission or other forms of monetary income.

THE PROBLEM

1.1 Introduction

Guiding and directing people during decision making and in other areas of human endeavour has been an age-long human practice. From childhood to old age, people are guided or, at least, assisted in one way or the other to make decisions in one way or another. Much of the recent rhetorics on guidance have focussed on the objectives of psychological growth which is to aid children/students to learn how to make more comprehensive decisions, facilitate personal development, liberate pupils and to meet the peculiar needs of the students for individualised learning. These are a few of the often cited objectives of guidance whose official creed can be found in nearly all standard texts in the field or in any statement of professional objectives (Okon, 1984).

Guidance is a continuing process throughout the educational career of a student. The development and management of an effective guidance programme in schools helps to enhance the needs and total development of students. Staff members should identify the needs

of students so that the entire guidance activities may be structured to meet their needs for total development and increased personal freedom, independence and confidentiality.

At post-primary level, the child, to some extent, is no longer under the direct control of his parents. He now sees teachers, peers, siblings, friends and other strangers in the new environment from whom he receives assistance and directives. As a result, he finds it very difficult to take decisions. The United Nations Organisation has therefore, rightly observed the need for organised guidance services at the secondary school level when the report of one of its agencies.

African Governments should perhaps consider providing more definite guidance for secondary school pupils in the light of economic, social and cultural needs. Stronger guidance than in Europe will be all the more reasonable in African because many families are scarcely capable of reaching well informed decisions about the failure of their children (UNESCO, 1962: 39).

From the above report, it can be observed that a purposeful and functional guidance should be provided in schools so that knowledge acquired in such schools

can be used thereafter. Guidance emphasises the right of each student to learn about him or herself in an accurate and professional way (Okon 1984). Guidance services in schools are expected to help the individual discover his needs, his potentialities, and his goals and proceeds to the realization of these life goals. Thus, the main concern of the guidance counsellor is to facilitate freedom and to help the student to develop into a self-confident and self-directed individual.

Cote in Durojaiye (1977) further highlighted the need for organised guidance service in schools and submitted that "a guidance programme is based on the conviction that education should be a process of liberation." This process should make the student capable of choosing and achieving his own ends, setting goals for himself and working purposefully towards their achievement as well as taking responsibility for his own choices.

Research findings have shown the absence of this in most of our post-primary schools. One of such studies was by Babarinde (1982) who after studying the career aspirations of secondary schools in Ibarapa found out that "there was no connection

between the WASC subjects chosen by students and their career choices". She therefore recommended that government must, as a matter of urgency, make provision for guidance counsellors in schools who will help students to realise themselves and thus guide them into making realistic career choices. The researcher is of the opinion that the need for guidance services is still very apparent in Nigerian post-primary schools today.

In recognising the place of guidance and counselling in facilitating the implementation of educational planning and objectives, and promoting the efficacy of education, the Federal Government has recommended guidance services for schools while stating clearly in the National Policy on Education (1985:43) 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. Since qualified personnel in this category are scarce, government will continue to make provisions for the training of interested teachers in Guidance and Counselling and it will also feature in teacher education programme".

Guidance and Counselling services could enhance the achievement of educational goals. In identifying the basic goals of guidance services, Humphery (1967) stated that they help the individual student in the following ways:

- (i) To understand himself, know his points of strengths and weaknesses.
- (ii) To strive for improvement and growth to the fullest possible extent.
- (iii) To work towards self-development and self-realization based on his understanding of his experiences and his knowledge of his capacities, interests, values and motivations.
- (iv) To develop the ability to increasingly make decisions wisely and to solve his problems independently; to become self directive and self-reliant.
- (v) To accept his responsibilities to society, adapt himself satisfactorily to varied changing situations within his environment and be cooperative.
- (vi) To learn how to live a satisfactory life in conformity with physical, mental, emotional, societal and ethnical environment (Mallum 1977).

The above aims imply that guidance services are designed to help each student to be a happy person. The aims suggest that this helping relationship is for life. They also imply that as each student attempts to solve his problems as they arise, he develops the attitude that all situations should be faced realistically. He equally develops the art of decision-making and recognises the implications of his decisions both for himself and for the society.

This is as it should be since the individual must be helped to meet the challenges of a changing society. Nigerians, like people elsewhere, live in a changing and complex society. These changes centre around new educational opportunities, technological expansion, socio-economic problems, increasing career possibilities as well as moral and religious conditions. In such a society, therefore, the individual's potentials for uncertainty is almost endless and an inadequate form of education leads to frustration.

The provision of functional guidance services would assist the individual student to achieve personal freedom and to develop a healthy self-image

in this direction. The individual would be able to live a life that is beneficial both to himself and to the society at large since guidance is closely interwoven with education. Newsome et.al.(1975) emphasised that guidance should not be seen as a frill or optional extra for those institutions fortunate enough to be able to afford a counsellor, but as a central and integral part of the educational process for all students. Hence, since the introduction of guidance and counselling in schools, there has not been any thorough evaluation of the programme. This was what moved the researcher to carry out the survey of the impact of guidance services in the selected schools.

#### 1.2 Statement Of The Problem

Since 1972, the Kaduna State Ministry of Education had been advocating for guidance services in post-primary schools within the State. Since then efforts have been made to establish organised guidance programmes in some schools such as Government College Barewa, Alhudhuda, Women Teachers' College, just to mention a few.

A casual observation during the researcher's tenure as a secondary school teacher between 1980-83 showed that school administrations did not give enough opportunity for guidance counsellors to perform their professional roles for students as a result of heavy teaching loads assigned to them. The little time made available for them was the thirty minute break time during which period they too wanted some relaxation. As a result, students tended to exhibit ignorance about their future educational careers. It therefore has become a matter of enquiry whether guidance services provided in schools have had any appreciable impact on the students bearing in mind that a person's career plays a very significant role in his or her entire life.

Denga (1982) pointed out that a person's social status, income, life style, choice of friends and his mental and physical health are all influenced by the nature of his job. If a choice of career is that important to life, then, the need to guide students in planning for and making career decisions cannot be over-emphasised. Hence this study is concerned with examining the existing types of guidance services and their impact in post-primary institutions in the selected schools in Zaria Local Government Area.

### 1.3 The Objectives Of The Study

The objectives of the study are as follows:

- (i) To find out whether functional guidance programme exist, and the types of services rendered to students in the secondary schools under study.
- (ii) To assess the impact made by the guidance programme on students in the schools.
- (iii) To examine the ways by which guidance programme can be made more effective in secondary schools.

### 1.4 Delimitation Of The Study

The study is restricted to six secondary schools in Zaria. It is concerned basically with assessing the effectiveness of guidance programme in post-primary institutions in Zaria. However, the study hopes to provide a realistic and reliable information about the present guidance services in the schools of the study area.

### 1.5 Hypotheses

The study intends to test the following null hypotheses:

- (i) There is no significant difference between the mean scores of male and female students' needs for guidance services in the selected secondary schools in Zaria.
- (ii) There is no significant difference between the mean scores of students with respect to age and their needs for guidance services
- (iii) There is no significant difference between the mean scores of day and boarding students with respect to their need for guidance services in secondary schools.

### 1.6 Basic Assumptions

For this study to be meaningful the following assumptions are advanced to serve as guidelines:

- (i) It is assumed that the few selected schools have got some organised guidance services

- (ii) It is assumed that guidance services rendered are adequate in the said secondary schools.
- (iii) It is assumed that guidance services can be made more effective in secondary schools.

#### 1.7 Significance Of The Study

Happiness and satisfaction in one's work position influence one's emotional life to a great extent, while frustration, inadequacy, impossible demands and lack of interest in one's work make one dissatisfied with oneself, with others and with life in general. It is therefore important to carry out an evaluation of this kind because of the large sums of money being expended on guidance services and the actual service which are offered.

The following are thus considered as the significance of the study:

- (i) To justify the need and usefulness of guidance services in the 6-3-3-4 system of education.

- (ii) It will help educational planners in the Ministries of Education and Educational Resource Centres to know exactly the situation of guidance and counselling by revealing the strengths and weaknesses of the existing guidance programmes in the secondary schools.
- (iii) The findings and recommendations of the study will help to improve guidance services and thereby reduce students problems. It will also provide a basic for recommendations and suggestions to Principals Teachers and Ministry of Education officials in relation to the objectives set to be achieved in guidance service programmes.

#### 1.8 Summary

The study is an attempt to evaluate the impact of guidance programme in the selected schools. The present chapter focussed on the impact of guidance services in selected secondary schools in Zaria,

discussed the background of the study, the objectives, hypotheses, assumptions, delimitation and the significance of the study.

It is hoped that the finding from the research questions and hypotheses will help both teachers and students to appreciate and utilize the benefits of guidance and counselling in enhancing performance in our schools.

REVIEW OF RELATED LITERATURE

2.1 Introduction

Education has different objectives for different groups of individuals. Students on the other hand perceive education as the weapon with which their needs could be realized while parents expect it to effect the intellectual development of their children. Similarly, the Nigerian government expects education to build:

- (i) "a free democratic society;
- (ii) a just and egalitarian society;
- (iii) a united, strong and self-reliant nation;
- (iv) a great and dynamic economy;
- (v) a land of bright and full opportunities for all citizens" (Federal Republic of Nigeria; National Policy on Education, Lagos, 1985, p.7).

Experts like Durojaiye (1977), Shertzer and Stone (1974), Ipaye (1983), and Okon (1984) have written extensively on the principles, practices and needs of guidance and counselling in an educational setting. Such guidance services make up a major part of students' personal experiences which help them to grow in self understanding, make wise decisions and to increasingly do effective planning. Shertzer and Stone (1976:522) categorised the basic functions of education into broad areas:

"The development of education, that is, education as an instrument for developing the various qualities of an individual; the differentiation function of education, that is education as an instrument for crystallizing individual differences as students grow and mature; and the integrating function of education, that is education as a weapon for attaining national integration".

From the above it could be seen that individuals are aiming towards a successful life in the future. Guidance services have long been accepted and recognised as a necessary part of modern system of education and not merely as added services. It is designed to secure efficiency in areas which

require adjustments within the society. Therefore, it could be seen that there is a need for guidance programme to be integrated into our school programmes. Different authorities in education have expressed their concern over the integration of education with guidance. Patterson (1971) explained that the existing relationship between education and guidance could not be a subject for argument when the aims of education are observed carefully. Some of the objectives of education aim at providing services which contribute to the physical, mental, personal and social development of the individual student.

Ferguson (1956:137) observed that, "Personnel work is a fundamental aspect of education that focuses its attention on helping every individual and on developing the best in him as an individual and as a member of a group". Newsome et.al.(1975:196) succinctly summed up the relationship between guidance and counselling and education when they stated that "Counselling should be seen as a central and integral part of the educational process for all students".

According to Shertzer and Stone (1974) basic guidance services include individual pupil appraisal or inventory services, information, counselling, planning, placement and follow-up services. Guidance services have therefore suggested that the complexities of modern living have introduced more difficulties and complicated problems than ever before. People have now discovered that former ways of thinking, acting and making choices are no longer adequate for guidance purposes in any changing society including Nigeria

Individuals are therefore in greater need of personal assistance today than ever before. To obtain such assistance, they look up to various organisations like schools, churches, mosques, private or public organisation and agencies for personal direction and help. In view of this Okon (1984:1-2)

maintained that:

All educational levels provide youth with professional assistance that will create among them a sense of personal worth and that will prepare them for productive life in the future. Parents are concerned about the rapid changes in our society and the effects upon their children. Students must be cared for and provided with adequate assistance not only by the school staff but also by parents and other concerned adults in order to prepare them effectively for the changes in the society.

Before adequate development can be achieved by students, their specific needs must be satisfied in one way or the other. The needs of the primary school pupils, secondary school, college and university students are different and vary according to their developmental levels. These needs are related to the rapid changes in their developments and increasing changes in our society within which these young people have grown. Thus, guidance in schools should be meant to satisfy this purpose.

It is disheartening to discover that in our schools many students do not know how to use their libraries, their leisure time and how to study and prepare for exams. There are also many students who do not know what combination of courses in the college or university would prepare them for a particular occupation or career. It is in view of the above problems of students that this study seeks to investigate and provide possible solutions to them through guidance programmes since proper guidance aids the recipient towards greater awareness not only of "whom he is", but also of "Whom he can become". With some degree of certainty one will agree that an individual who understands himself and his world will become a more effective,

productive and a happier person.

2.2 The Right To Guide And The Need  
For Guidance Services In Nigerian  
Education

It is believed that guiding or helping someone is contributing towards problem-solving. Each student in a post-primary institution has the right to be guided or counselled; one of the areas to guide a student is in an area of his/her personal concern. Thus, Carew (1982:49) maintained that: "Students, if properly guided or counselled should develop effective ways of reaching their personal, vocational and educational goals. When students are helped, the nation and schools stand to gain generally and specifically in their respective capacities".

Fafunwa (1969), Durojaiye (1972), Gesinde (1976), Makinde (1978) and Ipaye (1986) among others, have advocated the need for the establishment of guidance in Nigeria schools. Okon (1984:1) expressed the need for guidance especially for our young people:

Young people in our rapidly changing society will continue to look for professional assistance from well-meaning adults, parents, teachers etc to guide and direct their lives. Each society has several responsibilities to guide and direct its young people who are responsible citizens. To our society, there are many influencing forces responsible for the gradual recognition of the provision of formal guidance to young people in various educational levels.

The Federal Government had similarly observed in the Third National Development Plan (1975-1980) that the frustrations of many of the country's young men and women might have been less if guidance services were available in the schools. It was therefore not surprising, that when the National of Education (1985) on 6-3-3-4 system was produced a provision was made for guidance services in schools, and that emphasis was also given by the State and the Federal Government to organise seminars, workshop and other programmes to train guidance personnel, all in an effort to enable students to develop their potentialities. In analysing the factors responsible for organising guidance programmes in Nigerian schools and elsewhere, Esien (1972) outlined five major reasons to justify the need for guidance and counselling services

in the Nigerian school system. These are

- (i) Rapid social changes in the child's environment which calls for continued adjustment.
- (ii) Changes in the world of work
- (iii) Increase in the number of youths attending institutions of higher learning.
- (iv) Range in students abilities; and
- (v) School drop-outs.

In support of the above factors, Okon (1984) has elaborated on and explained clearly the needs and influencing forces for guidance services. These influencing forces of outlined in his book are

- (a) Social change
- (b) Need for skilled work force
- (c) Growing needs of young people
- (d) Concerns and problems of students in secondary schools
- (e) Problem of national integration.
- (f) Change in family and home life
- (g) Increasing enrolment in Nigerian education
- (h) Need to prepare youths for life.

From the foregoing with regard to students' problems and their need for guidance, it becomes evident that since students come from different socio-cultural backgrounds with differing value systems and norms, there is every tendency for confusion to arise since the counselling and guidance they may receive at home may differ from that which they receive at school. As a result of this, students are faced with two or more different sets of rules and guidelines to follow. This eventually results in a confusion which are capable of creating personal problems for the students. In a situation such as this, the role of counsellors in saving the situation become very vital.

### 2.3 The Nature And Purposes Of A Guidance Programme

In an attempt to analyse the nature of guidance programmes, scholars like Mallum (1977) have emphasized that a good guidance programme should be related to the needs of the children, personnel available, the type and size of the school, the philosophy and objectives of the school as well as the attitudes and resources of the community. From this we can infer that in organising a guidance programme there are general laid

down rules to be followed, since what is appropriate for one school may likely not be applicable to another. This indicates that if the curriculum of the school does not satisfy the students' needs it has to be supplemented by the guidance programme.

Napier, (1977) stated that guidance should not only be concerned with meeting the manpower needs of a country but must also be assigned to promote the whole process of youth adjustment so that he could live a happy life that is acceptable to the society. Similarly, here in Nigeria Durojaiye (1977) insisted that the needs for guidance and counselling increased with more rural-urban migration, with improved communication and mobility, and with increased independence from traditional way of life. He further stressed that with the increasing pressing social, economic and educational strides in Nigeria, there is an urgent need for guidance in Nigerian educational system.

2.4 Sociological Considerations And  
Uses Of Guidance And Counselling  
Therapy.

Onyehalu and Kobiowu (1988) in their comment on the position of guidance and counselling in Nigeria remarked that:

The unique status and roles of guidance and counselling professionals as veritable, helping agents are not in doubt. In Nigeria it is observed that guidance and counselling are yet to fully assume their rightful place and guidance workers are yet to win the full confidence of their clients.

This is actually what the guidance and counselling programme is confronting and unless we do consider this obstacle the programme is going no where. They further explained that human problems are many and diverse. If ignored and unresolved such many and diverse. If ignored and unresolved such problems and dilemmas are capable of distorting and thwarting the characteristics and potentialities of the individuals. While certain problems can be personally resolved by the individual through personal efforts and logical reasoning, numerous other difficulties defy personal private solutions. It is this kind of situation that has made guidance and counselling mandatory social services for students.

According to Olayinka (1978) and Uba (1983) as observed by Okon (1984), these include:

(i) Educational; (ii) Vocational; (iii) Social/interpersonal and (iv) Sexual problems.

A few instances will suffice to clarify these counselling areas. An educational problem requiring counselling arises when a student is unable to cope with his school subjects. To counsellors educational problems are not limited to school subjects alone but also include personal school-related problems. It serves to make students acquainted with the importance of the school subjects generally. A vocational problem on the other hand becomes apparent when a student aspires to take a degree in engineering when his talents are for fine arts or African languages or vice versa. A vocational problem in fact arises when one experiences genuine difficulties or conflicts in choosing a career.

Social and interpersonal problem are manifested by failure to maintain good neighbourliness and live in peace with colleagues. More concretely, the situation is manifested by assorted indiscipline and participation in crimes and juvenile delinquency

or offences. And finally, sex offences especially by teenagers, constitute a class of their own, and tend to portray insufficient self-control, rebellious behaviour and unwillingness to accept deferment of gratification which is a hall mark of a stable, balanced and well-adjusted person. Instances of such related offences include rape, prostitution, extra-marital sex, premarital sex and various forms of inappropriate sex roles.

Commenting on societal problems in Nigeria today which need to be considered, and possible avenue to remedy them provided Onyehalu and Kobiowu (1988) expressed with absolute dismay that:

In this type of environment, individuals and groups face enormous threats posed by issues like increasing urbanization, industrialisation and modernisation. Unemployment, poverty and social maladjustment. Other features include hostile interpersonal relationships, and violent crimes and apparent collapse of the extended family chains, drug abuse, youth delinquency, religious conflicts wrong political choice and marital problems arising from polygamy, separation, divorce and stresses associated with the extended family.

From the aforementioned condition of the Nigerian situation today, we can see that guidance services have an important role to play towards the

betterment and upliftment of the society in general. Thus, schools in general and individuals in particular need guidance throughout life. Guidance in this regard should be comprehensive to enable individuals develop their capacities to the fullest extent for personal and societal benefits.

#### 2.5 The Role And Responsibilities Of Nigerian School Counsellor

The counsellor's responsibility is to help an individual to identify and solve his or her own problems and acquire the needed skills in problem-solving so that he/she can be self-reliant and independent in solving future problems. A counsellor therefore is not to be fully engaged in teaching. He is also not supposed to be an agent of the school principal, charged with monitoring daily activities of the school. He is not posted to a school to solve every problem of the students and the school. Rather, he is there to help an individual to get the required skills in problem-solving. This is in line with what Carew (1982) stated that "It should however be clear that counsellors do not develop a panacea for solving all types of problems".

It has been observed that teachers are not willing to discuss careers and do not have much knowledge about careers. Therefore vital services can mostly be offered by a school counsellor who is professionally competent and skilled to handle matters concerning educational and vocational problems.

#### 2.6 Personal Social Problems

Personal social problem is another area of difficulty which calls for the attention of social helpers to look into and act towards helping the victim to its more manageable state. These problems include self perception, family, marriage, sexual and interpersonal relationship problems.

Denga (1982) observed that:

Emotional issues emanating from personal social problems must be dealt with in time, in order to improve the mental health of the society. Marriage counselling is increasingly becoming necessary as a result of premature marital contacts and subsequent turbulence that ensues. Divorce is becoming a common feature of the Nigerian marital life.

## 2.7 Educational And Vocational Counselling

Guidance, within education, exists to assist students to understand the variety, depth and breadth of personal experiences, opportunities available, and choices open to them by helping them to recognize, interpret and act according to their personal strengths and resources.

It is therefore, an established fact that a student cannot talk about his/her educational goals without his/her vocational aspiration. Educational and vocational counselling deal with helping an individual to learn and tackle his educational and career problems. In this connection Daws (1969) stated that such a counsellor should find and give data about jobs, their entry qualifications, skills needed, and the kind of satisfaction derived, the different higher and further education and the importance of the occupation.

If the counsellor is shouldered with such enormous responsibilities and has to be fully engaged in teaching and daily activities of the school, his effectiveness in discharging his primary roles may be questionable.

Here guidance has been seen as one of the educational services and should be related to students' career aspirations and decision-making, plus helping them to build a healthy personality and individuality.

Scholars like Shertzler and Stones (1976), Okon (1984) have suggested various guidance services around which guidance programmes should be organised in schools. Such services recognised are the following, appraisal services, informational services, counselling, orientation, planning, placement and follow-up services.

Appraisal service is designed to collect, analyse and use a variety of objective and subjective personal, psychological, and social data about each student for the purpose of better understanding of subjects as well as assisting them to understand themselves. With this record in counselling the students, they could recognise their strengths/potentials weaknesses and their academic progress when such needs arise.

An informational service is designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that

they can make better informed choices and decisions in an increasingly complex society.

A counselling service is that which facilitates self-understanding and self development through individual or group relationship. This means that such a relationship is focused on personal development and decision-making which is based on self-understanding and knowledge of the environment which increases confidence in the individual (Mallum 1985:106)

Another of such services is the planning, placement and follow-up, which is designed to enhance the development of students. This is done by helping the students select and utilize opportunities within and outside the labour market. These three stage processes assist the child greatly, first of all in the choice of what to do, placing him in relevant institution of higher learning, of securing a good job, and then making sure there is progress in such an institution or job (Shertzer and Stone, 1976).

## 2.8 Review Of Previous Studies

Several studies have been conducted by various authorities in guidance and counselling aimed at evaluating guidance programmes in schools in different parts of the country. Such studies looked at the state and nature of guidance programme and the attitudes of principals towards counsellors and career masters, as well as students socio-personal, educational and vocational problems.

Adepoju (1975) assessed the progress and affectiveness of a two-year old guidance programme in four schools in Zaria and Soba areas of the North Central State (presently Kaduna State) and came out with the following findings:

- (i) that the guidance programme was centrally planned and coordinated by the State Ministry of Education
- (ii) that most of teachers have no formal guidance work
- (iii) it was also found out that the schools were not adequately supplied with office facilities though materials for the guidance programme were fairly adequate.

Okon and Iketuonye (1980), conducted a research in which they found out that students had academic, marriage and family, sex, health emotional, career and interpersonal relationships problems. All these problems can be handled if there were guidance and counselling centres in our schools. The Nigerian counsellor should therefore learn to cope with the apparent bleak employment situation. The Nigerian school leavers have dropped below zero, this has been justified in a study conducted by Azau (1986) in Anambra State, that over 30,000 students are turned out of post-primary schools yearly, but out of this number only about 10% get into institutions of higher education; and more than 80% cannot secure jobs in public or private enterprises or become self-employed.

A study conducted by Maisamari (1983) on the preparation of students for a career planning in some selected secondary schools in Zaria local government area of Kaduna State revealed among other things that a large percentage of the secondary school students had little practical involvement in career planning activities which could reasonably prepare them for the

world of work. He also discovered that curriculum and the services attained by the students are insufficient to give them occupational orientation

Whereas Maisamari's study concentrated on the vocational aspect of guidance services, this study will assess the results of both educational and occupational guidance on the ability of students to make relevant choices and decisions.

#### 2.9 Summary

In this chapter, meaning of the concept, guidance nature and the purposes of guidance, roles and responsibilities of the Nigerian school counsellors are discussed. Review of related literature and previous studies were also made.

## Chapter 3

### METHODOLOGY AND PROCEDURE

#### 3.1 Introduction

The methodology is the blue print which the researcher plans to employ in the purpose of the study (Afolabi 1991). Thus, this chapter discusses the methods used in the collection of data, administration of instrument, population, instrumentation, composition of the sample procedure adopted and statistical analysis.

#### 3.2 Research Design

The research design that was adopted for this study was descriptive survey. The method involved sampling from the target population of the study and generalizing the findings obtained from analysis of the sample data. Therefore for this study the views of Senior Secondary Two (SSS.II), Junior Secondary Three (JSS.III) students and school counsellors were sought.

### 3.3 Population

The population for the study comprised all Junior Secondary Three (JSS.III) and Senior Secondary Two (SSS.II) students and School Guidance Counsellors in the six selected secondary schools. The six selected schools were:

- (i) Barewa Government College, Zaria
- (ii) Chindits Government Day Secondary School, Zaria
- (iii) Government Commercial College, Zaria
- (iv) Government Day Secondary School, Bomo
- (v) Government Girls Day Secondary School, Samaru Zaria
- (vi) Women Teachers' College, Zaria.

The schools consisted of four Grammar Secondary Schools, One Teachers' College and One Commercial College. These classes were selected because the students at this stage need proper counselling for their effective careers and as aspirations which can only be achieved through guidance services rendered by guidance counsellors. The total population of Junior Secondary Three (JSS.III) and Senior Secondary Two (SSS.II) students in selected

institutions for the year 1992/93 session was about 1,388 with 12 school guidance counsellors.

Table 3.1: Students in the Sampled Schools

Schools	Students	Guid Coun.	Sub-Total
Barewa College	290	3	293
Women Teachers College	256	1	257
Government Secondary School Chindit	232	2	234
Government Commercial College	208	2	210
Government Day Secondary School, Bomo	200	2	202
Government Girls Day Secondary School, Samaru	202	2	204
<b>Total</b>	<b>1,388</b>	<b>12</b>	<b>1,400</b>

Source: Vice Principals Academic Office of each selected school.

#### 3.4 Sample

Junior Secondary Three (JSS.III), Senior Secondary Two (SSS.II) students and School Counsellors were sampled for the study from the selected secondary schools and total sample size of 312 was selected from the target population comprising 300 students and 12 school counsellors. (Krejcie and Morgan 1970) agreed that out of 1,400,

302 sample size is maximum required sample size. That was why the researcher felt that the sample size of 312 selected for the study was adequate.

### 3.5 Sampling Procedure

A random sampling process was used to obtain the number of respondents needed for the study. A table of random numbers was used to select the respondents from the selected schools. The procedure implies that from the list of the six post-primary institutions selected, numbers were assigned to each of the students whereby the table of random sampling was then applied to draw the required sample size. The six selected schools were chosen as the schools that have organised guidance programme in their curriculum.

Table 3.2: The Distribution of Respondents

	JSS III		SSS.II		Counsellors		Total
	M	F	M	F	M	F	
Barewa College	40	-	30	-	3	-	73
Women Teachers Coll.	-	30	-	30	-	1	61
Govt.D.S.S.Chindit	30	-	-	20	1	1	52
Commercial College	15	-	15	10	1	1	42
Govt.D.S.S.,Bomo	22	-	18	-	1	1	42
Govt.G.S.S.Samaru	-	20	-	20	1	1	42
<b>Total</b>	<b>107</b>	<b>50</b>	<b>63</b>	<b>80</b>	<b>7</b>	<b>5</b>	<b>312</b>

### 3.6 Instrumentation

Questionnaires and structured interviews were employed for data collection. The questionnaire contained Section A and B. Section A was personal information and Section B contained information about the organisation and the impact of guidance services in the various selected school. The questionnaire was developed by the researcher and given to three experts in guidance and counselling for face validity, was distributed to the students and counsellor respondents. The questionnaire was used in order to obtain the respondents' ideas on the research topic. The second instrument which was structured interview was based on the items in questionnaire.

### 3.7 Pilot Study

A pilot study was conducted to test the instrument. Thirty students of JSS.III from Demonstration Secondary School, Ahmadu Bello University, Zaria participated in the pilot study. The pilot study aided the researcher to rework some of the items in the instrument. The instrument was revised, some items were dropped some modified and others retained.

### 3.8 Administration Of The Instrument

For data gathering copies of the questionnaire were distributed by the researcher personally among the selected respondents along with the permission letters on different days and periods. For the SSS.II it was during the school morning session while JSS.III was in the afternoon session. The respondents were instructed by the researcher on how to fill the questionnaire. The assistance of the class teacher was sought where necessary.

### 3.9 Data Analysis

The study is essentially a descriptive survey in which frequencies and percentages were used in analysing the data collected. Also, the data collected from the respondents were analysed using a t-test and one-way analysis of variance (ANOVA).

### 3.10 Limitation Of The Study

One of the obvious limitations this study faced was that some respondents failed to fill the personal data information which are very necessary for accurate analysis of the data collected; such information include age, sex and class.

### 3.11 Summary

In this chapter, the research design, the population, sample size, sampling procedure, instrumentation, data collection, data analysis and the limitations of the study were discussed.

The study focussed mainly on the Junior Secondary Three (JSS.III) and Senior Secondary Two (SSS.II) of the six selected schools in Zaria. The sample was drawn from the said six selected secondary schools.

## Chapter 4

RESULTS, ANALYSES AND DISCUSSION4.1 Introduction

This chapter presents the results and discussions of the data collected. The analyses of variance (ANOVA) and the t-test techniques were employed to test the null hypotheses formulated for investigation in the study. A significance level of 0.05 was adopted as the basis for rejection or acceptance of the hypotheses.

4.2 Demographic Data

This section reveals the characteristics of the respondents. The demographic data include: school, sex, age, class and school system.

Table 4.1: Distribution of the respondents according to the school.

School	Fre- quency	Percent- age
Barewa College	71	23.99
Women Teachers' College	55	18.58
Government Secondary School Chindits	50	16.89
Government Girls Day Secondary School Samaru	40	13.51
Government Commerical College	40	13.51
Government Day Secondary School, Bomo	40	13.51
Total	296	100

Table 4.1 shows the distribution of the respondents according to the school which shows 71(29.99) respondents for Barewa College, shows Teachers' College has 55(18.58%) respondents, Government Secondary College Chindits with 50 (16.89%) respondents while Government Girls' Day Secondary, Samaru, Government Commercial College, Zaria, and Government Day Secondary School, Bomo have 40 respondents each.

Table 4.2: Sex Distribution of the Respondents

Sex	Fre- quency	Percent- age
Male	165	55.74
Female	131	44.26
<b>Total</b>	<b>296</b>	<b>100</b>

Table 4.2 shows that 165 (55.74%) of the respondents were males and 131 (44.26%) were females.

Table 4.3: Age Distribution of the Respondents

Age	Fre- quency	Percent- age
13 - 15	124	41.89
16 - 18	151	51.01
19 - 21	21	7.10
<b>Total</b>	<b>296</b>	<b>100</b>

The age distribution of the respondents table 4.3 indicates that 151(51.01%) of the respondents were 16-18 years old, 124(41.89%) were between 13-15 years old and 21(7.10%) were from 19-21 years old.

Table 4.4: Distribution of the Respondents by Class

Class	Fre- quency	Percent- age
Junior Secondary School	95	32.09
Senior Secondary School	185	62.50
No Response	16	5.41
<b>Total</b>	<b>296</b>	<b>100</b>

Table 4.4 shows that 185(62.50%) were in Senior Secondary Two (SSS.II) while 95(32.09%) from Junior Secondary Three (JSS.III). Sixteen (5.41%) of the respondents did not indicate their classes.

Table 4.5: Distribution of the respondents according to school system (Day and Boarding).

School System	Fre- quency	Percent- age
Boarding	82	27.70
Day	214	72.30
Total	296	100

Table 4.5 shows that 214(72.30) of the respondents were in boarding schools while 82(27.70) were in day schools.

#### 4.3 Research Question

The main research question of this study seeks to find answers to the impact of guidance and counselling services in some selected secondary schools in Zaria town of Kaduna State. To answer this question the mean score and standard deviation

of respondents in all the selected secondary schools of the study are presented in table 4.6 below.

Table 4.6: Means, Scores and Standard Deviation according to degree of importance.

Impact of a Guidance Counselling Services	N	$\bar{X}$	SD
Assist students to learn how to prepare for tests and examinations	296	3.96	1.12
Assist us to improve our study habit	296	3.95	1.00
Assist students to relate well with other students and staff.	296	3.90	1.07
Give necessary help to break bad habit	296	3.81	1.44
Encourage them to plan and make use of leisure time	296	3.83	1.15
Help students in deciding the subject combinations for future career	296	3.62	1.20
Refer students to receive help from the right place	296	3.61	1.34
Concerns and assists in planning students educational and personal development	296	3.60	1.23
Enable us to know more about the entire school	296	3.57	1.21
Help students to gain admission into higher institutions.	296	3.52	1.33

Table 4.6 contd...

Impact of a Guidance Counselling Services	N	$\bar{X}$	SD
Give adequate aid to student in selecting school subjects	296	3.47	1.23
Assist students to find solutions to their personal and social problems	296	3.46	1.25
Check up progress of students	296	3.36	1.28
The information service has not assisted me in the choice of my vocation	296	3.11	1.28
Provide books and magazines that contain information about different professions	296	2.92	1.44
Career week is organised every year in my school	296	2.81	1.54
Assist students to work out their educational plans through interviews	296	2.83	1.48
Plans for students to visit firms and various places	296	2.78	1.42
Have not advised students about future career	296	2.54	1.30
Students have not benefitted from the guidance programme	296	2.36	1.45

Table 4.6 indicates in descending order of magnitude the impacts of guidance and counselling services to the students in secondary schools. The top four guidance services are in the area of preparing students for tests and examinations, breaking of bad

habits, making use of leisure time judiciously and in selection of subject combinations for future careers. The mean scores in these areas were fairly high as shown in the table 4.6 above. The lower 3 guidance services in secondary schools are lack of advice given for future careers and inadequate benefits gained from the guidance programme. Three null hypotheses were formulated and tested and the results are as follow.

#### 4.4 Hypothesis 1

The first hypothesis states that there is no significant difference between the mean scores of male and female students needs for guidance services in the selected secondary schools in Zaria. This could be so because it is generally accepted that both male and female adolescents have the same characteristics.

Table 4.8: Difference between the mean scores of Male, Female and Guidance Services Need Based on Sex.

Group	N	$\bar{X}$	SD	DF	T Value	P
Male	165	46.69	7.99	294.0	0.36	0.72
Female	131	46.99	6.32			NS

NS = Not Significant at 0.05.

Table 4.8 reveals that there is no significant difference between male and female students needs for guidance services in the secondary schools. The mean scores of 46.69 with SD 7.99 for the male students, while the mean score of 46.99 and SD of 6.32 for the female students with a t-value of 0.36. Therefore the stated null hypothesis is retained at 5 percent level of significance.

#### 4.4.1 Hypothesis 2

The second null hypothesis states that there is no significant difference between the mean scores of students with respect to age, and their needs for guidance services. To test this hypothesis ANOVA statistics was employed. The result of the test is presented in Table 4.9.

Table 4.9: Guidance Needs and Age Differences

Source of Variance	DF	SS	MS	F	P
Between	2	279.9	139.95	2.66	0.0695
Within	293	15390	52.53		
Total	295	15949.9			

Table 4.9 shows that there is significant difference in students' ages and their needs for guidance services with an F-value of 2.66. The hypothesis is therefore rejected.

### Hypothesis 3

This hypothesis states that there is no significant difference between the mean score of day and boarding students with respect to their needs for guidance services in secondary schools. A t-test statistical technique was applied to test this hypothesis.

Table 4.10: Guidance Needs of Day and Boarding Schools.

Type of School	N	$\bar{X}$	SD	SE	DF	T	P
Day	214	46.69	7.69	0.53	189.0	-2.32	0.022
Boarding	82	48.23	5.93	0.66			

S = Significant at level .05.

Table 4.10 reveals that there was a significant difference between students in day secondary school and students in boarding secondary schools and their needs for guidance services. The mean score of 48.23 is for students in boarding schools and the mean score of 46.29 for students in day secondary schools with t-value of -2.32. Thus the earlier stated hypothesis was rejected at 5 percent level of significance.

4.4 Oral Interview With The School  
Counsellors

Table 4.11: Respondents (Counsellors) Responses  
According to Schools.

Name of School	Fre- quency	Percen- tage
Government Day Secondary School Samaru	2	16.67
Government College Barewa	3	25.00
Government Commercial College	2	16.67
Women Teachers' College	1	8.28
Government Secondary School Chindits	2	16.67
Government Day Secondary School Bomo	2	16.67
<b>Total</b>	<b>12</b>	<b>100</b>

Table 4.11 shows counsellors according to schools which indicates that 3 counsellors (25%) of the respondents were from Barewa College, 2(16.67) counsellors each from Government Girls Day Secondary School, Samaru, Government Commercial College, Government Secondary School, Chindits and Government Day Secondary School, Bomo respectively. Only 1 (8.28) counsellor was from Women Teachers' College, Zaria.

Table 4.12: Distribution of the Respondents by Sex

Sex	Frequency	%
Male	7	58.33
Female	5	41.67
Total	12	100

Table 4.12 indicates that 7(58.33%) were male while 5(41.67%) were female school counsellors. This result indicates that there are more male counsellors than females in the field of guidance and counselling in the selected secondary schools.

Table 4.13: Qualification of the Respondents

Qualification	Frequency	%
Masters degree(trained counsellors)	3	25.00
First degree	7	58.33
N.C.E.	2	16.67
Total	12	100

A close look at the qualifications reveals that majority of the school counsellors were graduates. Out of 12 counsellors, 3(25%) were holders of masters degree, 7(58.33%) were first

degree holders and 2(16.67%) were N.C.E. holders. Though majority of the school counsellors are graduates only three (25%) are qualified to practise guidance and establish effective guidance services in the schools.

Table 4.14: Areas of Guidance Services in the Schools.

Areas of Counselling	Frequency	%
Academics	4	33.33
Careers	5	41.67
Personal/Social	2	16.67
Others	1	8.33
Total	12	100

Table 4.14 shows that careers has the highest attention in the schools' guidance services with 41.67%. This is followed by academics with 33.33%. Personal/Social has 16.67% while others have 8.33%. This means that services rendered were more concentrated on careers and academics. The same findings reveal that personal/social and others were the services least rendered.

To further buttress their responses, the counsellors were asked whether they taught in addition to their guidance work. In response to this, all the 12 respondents said they combined the job of guidance services with actual classroom teaching. This undoubtedly may limit the amount of time they could devote to the collection of detailed information on available jobs in their different locations which may affect their performances.

Table 4.15: Cases of Juvenile Delinquency in Schools.

Area/Sources	Yes Frequency	No Frequency	%
Theft	12	-	100.00
Smoking	12	-	100.00
Drinking	11	1	100.00
Truancy	12	-	100.00
Drug Abuse	10	2	100.00

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Table 4.15 reveals the area of guidance services that are more prominent in cases of juvenile delinquency in our society. All the 12 respondents showed concern in the areas of theft, smoking and truancy as prominent cases of juvenile delinquency. The next cases of juvenile delinquency was drinking alcohol while drug abuse appeared to be the least. However, this implies that the school counsellors are handling these cases of juvenile delinquency and are acting accordingly.

Table 4.16: Specialist Involvement in Counselling on Student Future Career.

Respondents	Frequency	%
Yes	8	66.67
No	4	33.33
Total	12	100

Table 4.16 indicates that 8 of the counsellors (66.67%) were of the view that occasionally specialists are invited from outside to give the students lecturers on how to plan their future careers while 4(33.33%) were of the opinion that their schools do not invite people from outside. This could be

simply because of the uncooperative attitude of the school authorities and lack of proper knowledge about the importance of guidance services.

**Table 4.17: Facilities Available for Guidance Services in the Schools.**

Facilities	Frequency	%
Furnished Guidance Counselling Office	6	56.00
Career Notice Board	4	33.33
No responses	2	16.67
Total	12	100

Table 4.17 reveals that 56% of the facilities the school counsellors have for carrying out their duties are only fairly furnished offices while career guidance notice boards are 33.33%.

The next question probing the provision of sufficient facilities for the counsellors' effective performance of their duties sought to know whether sufficient funds were provided for the guidance service programme.

Table 4.18: Availability of Funds

Availability of Fund.	Frequency	%
Yes	-	-
No	12	100

The findings show that all the 12 respondents were of the view that no money is voted specifically by their schools' authorities for guidance services programme.

Table 4.19: Attitude of Staff Members Towards Guidance Services in the School.

Source	Frequency	%
Positive	9	75.00
Negative	3	25.00
Total	12	100

Table 4.19 reveals that 9(75%) out of the 12(100%) counsellors felt that the attitude of their colleagues have been very encouraging towards the guidance programme.

This finding, therefore shows that teachers are realizing the needs and importance of guidance services programme in the schools and have been giving guidance counsellors maximum cooperation needed for effective guidance services in the school setting.

It is the researcher's opinion that teachers should interact more with students in the school. This will enable guidance activities to become an essential part of the learning process occurring in the classroom setting as well and not in the counsellors' professional office alone.

#### 4.6 Discussion Of Results

The main thrust of the study is to find out the impact of guidance services in selected secondary schools. It was revealed that preparing students for tests and examination, and improving on study habits ranked with higher mean scores among the services, while lack of proper advice about future careers ranked among the lowest guidance services in secondary schools.

Hypothesis 1 - states that there is no significant difference between male and female students' needs for guidance services in the selected schools. This means that both male and female students have equal perception of the need of guidance services and that guidance services are meant for all irrespective of sex. Thus, the  $H_0$  was retained. This is in line with Carew (1982) that if students are properly guided or counselled they would develop effective ways of reaching their personal, vocational and education goals. When students are helped the nation and schools stand to gain generally and specifically in their respective capacities (Kolo 1992).

Hypothesis 2 - states that there is no significant difference in students ages and their needs for guidance services in selected secondary schools in Zaria. This null hypothesis was rejected.

Apparently guidance services are for all people regardless of their ages and since educational achievement is held as important for progress in life, the need for educational guidance becomes imperative. This is in line with (Okon 1984) that "All educational levels provide youth with professional assistance that will create among them a sense of personal worth that will prepare them for productive life in future".

The null hypothesis 3 was rejected at 5 percent significance level. The mean score of students in boarding school is 48.23 which is higher than that of the mean score (46.69) of students in day school. This implies that students in day school need more guidance services in their secondary schools than their counterparts in boarding school. The researcher's view here is that, students from boarding schools are much more acquainted with the guidance services and school rules as they are regularly in

touch with the guidance counsellors. The day school students on the other hand are missing that opportunity. The result may be due to the fact that day students may not have opportunity of interacting with trained guidance counsellor in their various environments. This may have adverse effect on students performance academically. Ozigi (1978) emphasised that one of the important problems facing most students in their educational careers is lack of guidance in their courses and choice of appropriate subjects based on interests and ability, so also their social personal problems.

#### 4.7 Summary

The chapter focussed on the presentation of results and the discussion of the results. All the results to answer the research questions and to answer the three main hypotheses were presented in tables 4.1 to 4.19. The next chapter is concerned with summary, conclusions and recommendations.

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the research findings on the impact of guidance services in some selected secondary schools in Zaria, Kaduna State. The conclusions drawn from the study as well as recommendations arising from the findings are also presented.

5.2 Summary

This study assessed the impact of guidance services in selected secondary schools in Zaria, Kaduna State. In addition, the study was to evaluate the effect of guidance services among the students in the six selected schools. The review of literature was done under the following four main headings.

- (a) The right to guide and the need for guidance services in Nigeria education.
- (b) The nature and purposes of guidance programme
- (c) Sociological consideration and uses of guidance and counselling or therapy.

- (b) The role and responsibilities of Nigerian school counsellors.

The research was delimited to Junior Secondary Three and Senior Secondary Two who were between the ages of thirteen to nineteen in the six selected secondary schools in Zaria.

Three null hypothesis were formulated and tested at 0.05 significance level t-test and ANOVA statistical methods were used to analyse the data. From the analysis the following main findings and conclusions are made.

### 5.3 Main Findings And Conclusions

The following are the main findings and conclusions arising from the study:

- (b) Both male and female students of secondary schools need guidance services.
- (b) Age has no significant effect on students for counselling, that is, both old and young need guidance services.
- (c) Majority of the students did not know the importance of guidance services yet.

- (d) The guidance services provided in schools are inadequate.
- (e) Guidance services have not yet made any appreciable impact in most of these schools under the present study.

#### 5.4 Recommendations

In the light of the findings of this study, the following recommendations are made:

- (i) As guidance career masters are few, the Ministry of Education should train more guidance personnel at under and postgraduate level.
- (ii) Adequate infrastructure, that is, counselling rooms, furniture and funds should be provided to secondary schools by the education authorities.
- (iii) It is also recommended that guidance masters should on assumption of office, help the principal, teachers and students to understand their roles as counsellors. They should acquaint both principals and the Ministry of Education with their needs and problems and get in touch with the parents of the students when the need arises.

- (iv) There is the need to broaden the scope of guidance services by making provision for it in school time table so that areas neglected can be covered.
- (v) Guidance counsellors should do some teaching as well as counsel students. This will enable them to understand the students better when they interact with them in the classrooms. The students in turn will see them as people who are truly interested in their welfare and whom they can trust. However, the present teaching load of guidance counsellors need to be reduced to enable them to give adequate time to guidance services for the students.
- (vi) School guidance masters should organise orientation courses for new intakes in their schools and arrange lectures to be delivered to staff and students on various aspects of life. They should assist the teaching units in their classrooms.

(vii) It is recommended that occasionally, refresher courses be organised for guidance masters so that during such courses, they could review and reappraise information on different vocations and familiarise themselves with new methods of appraisal and classifying vocational information for students.

(viii) Teachers, principals and other school staff members should be deeply involved in the school guidance programme. This is necessary because their cooperation will enable the guidance counsellor to organise and establish effective and efficient guidance programmes for the success of all.

#### 5.5 Implications For Guidance And Counselling

The findings of this study reveal that there is need for school counsellors to render some educational, vocational counselling in order to help students to realise their strengths and weaknesses, personal ambitions and to adjust to the school situation.

The result of the study also shows that guidance counselling programmes are not yet fully effective in the secondary schools and could only be made effective with the role of guidance counsellors and with the cooperation of the staff and the school administrators.

For a functional guidance programme, counsellors, teachers, curriculum planners should take into account the importance of individual differences in students. The study would aid counsellors who would help students on how to make rational decisions select subjects and pay special attention to students personal and social problems.

Through guidance services in these schools, the guidance counsellors would aid the students in attaining appropriate academic as well as vocational development. In addition, each student will be assisted in coping with his/her study and eventually alleviating personal and emotional problems. This would also help the student in seeking out and accepting greater amount of responsibility for the direction of his life. The student becomes aware and conscious of his personal differences and educational ability, geared towards self fulfilment and proper decision making.

### 5.6 Recommendation For Further Research

From the results of this study, the researcher recommends this for further research. The present study can be replicated in other secondary schools in other Local Government Areas in order to enhance generalizability of the finding obtained from the schools used in this study.

### 5.7 Conclusion

This study has shown that guidance services are inadequate in most schools sampled. It is important that when this service is made adequate and the students know its relevance in their educational careers, their attitude towards it will change. Some kind of awareness has been created by this research and this should be followed up with a judicious and timely implementation of the recommendations made based on the findings.

The place of guidance services in the school programme is very important because the students will be assisted in the choice of career and will become fully capable of maintaining a healthy social relationship. Thus becoming responsible citizens in the community. Moreover, what is worth doing at all is

is worth doing well. Not until these services are thoroughly felt among the students, guidance services alone would not meet aims and objectives.

The findings and recommendations have gone a long way to showing that a change in the perception of guidance services is very necessary. The earlier this is followed up appropriately by all concerned the better for the schools.

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APPENDIX 1INTERVIEW FORMAT FOR COUNSELLOR/CAREER  
MASTER

1. Name of School \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Are you a trained guidance counsellor ( )
5. Have you got an organized guidance programme  
in the school? Yes ( ) No ( )
6. In which area do you offer guidance and  
counselling services to students: \_\_\_\_\_
  - (b) How many hours per week do you spend for  
counselling with JSS III ( ) SS II ( )
  - (c) Do you teach in addition to your guidance work?
    - (i) What subject do you teach? \_\_\_\_\_
    - (ii) How many periods a week do you teach? \_\_\_\_\_
7. Do you counsel on cases of juvenile delinquency  
(Theft, smoking, drinking, truancy, drug abuse?
  - (b) Do you invite specialists from outside to talk  
to students on their future careers and other  
useful topics?

8. What facilities have you got to enhance your work? \_\_\_\_\_  
e.g. a portable office/interview room, career guidance notice board. ..
- (b) Is fund specifically voted for the guidance programme in the school? \_\_\_\_\_
9. What is your principals attitude towards the guidance programme in the school? \_\_\_\_\_
- (b) What is the attitude of other members of staff about the guidance programme in the school? \_\_\_\_\_
10. Are there <sup>any</sup> occasions where you refer students to specialists outside the school to solve their problems? \_\_\_\_\_
- (b) Any suggestions to make in order to improve guidance and counselling services in schools?  
\_\_\_\_\_  
\_\_\_\_\_
11. Has Guidance and Counselling programme made any significant impact on the students? \_\_\_\_\_  
\_\_\_\_\_

APPENDIX 2RESEARCH QUESTIONNAIRE FOR STUDENTS

Guidance services are expected to help you in your school work. This questionnaire is designed to find out the extent to which guidance services have assisted students in your school. It is not a test and there are no wrong and correct answers to statements. The best answer is what you feel about a state of affairs. You are therefore requested to respond to all statements.

Section A:Personal Data

1. Name of School \_\_\_\_\_
2. Sex: Male ( ) Female ( )
3. Age: 13 - 15 years ( ) 16-18 ( )  
19 - 21 years ( )
4. Class: JSS III ( ) SSS II ( )
5. Boarding ( ) Day ( )

Section B:

You are requested to indicate your responses to statements in Section B by putting a tick (✓) in the column that most closely represent your opinion. Information gathered from you is purely for research purpose.

Example: SA = Strongly Agree  
 A = Agree  
 UD = Undecided  
 D = Disagree  
 SD = Strongly Disagree.

N.B. The Guidance Services in this school:

	SA	A	U	D	SD
1. Enable us to know more about the entire school.					
2. Assist us to improve our study habit.					
3. Give adequate aid to student in selecting school subjects.					
4. Assist students to learn how to prepare for tests and examinations.					
5. Help students in deciding upon the subject combinations for future career.					
6. Show concern for and assists in the planning of students educational career and personal development.					
7. Help students to gain admission into higher institutions.					
8. Have not advised students about future career.					
9. Assist students to work out their educational plans through interview with a qualified counsellor/ career master.					

	SA	A	U	D	SD
10. Plan for students to visit firms, factories and various places where they can see what people do in the various occupations.					
11. Provide books and magazines that contain information about different professions.					
12. Assist students to find solutions to their personal and social problems.					
13. Give students necessary help to break bad habit e.g. smoking drug abuse drinking, truancy, theft etc.					
14. Assist students to relate well with other students and staff.					
15. Check up progress of students who reported for counselling in their school work.					
16. Refer students to receive help from the right place when he, the counsellor cannot help personally e.g. send a sick student to the hospital etc.					
17. Encourage students to plan and make use of leisure time to his/her satisfaction by playing games and joining social clubs.					
18. The information service has not assisted me in the choice of my vocation.					
19. Career week is organised every year in my school.					
20. Students in my school have not benefitted from the guidance programme.					



DEPARTMENT OF EDUCATION

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Our Ref: \_\_\_\_\_

Telephone: 069/32192

Telegams: UNIBELLO ZARIA

Ref Year: \_\_\_\_\_

Date: 6th May, 1992

Sir,

COLLECTION OF RESEARCH DATA

The bearer BOLARIN, Victoria Wura (Mrs) is conducting research in  
"The Impact of Guidance Services in Selected Post-Primary Schools  
in Zaria Zone of Kaduna State."

for the degree of M.Ed (GUIDANCE AND COUNSELLING)

The Faculty of Education will be grateful if you could permit Him/hor to  
conduct classroom experimentation/collect data at your schools.

Government Commercial College, Government Girls' Day  
Secondary School, Samaru, Barewa College, Government Day  
Secondary School Chindit, Govt. Day Sec. School, Eomo  
and Women Teachers' College (W.T.C. Zaria.  
Thank you for your continued cooperation with us.

Yours sincerely,

Dr. G. A. Adeyanju

Department of Education

Ref: ZA / ZON / B / R / T / V / 1  
Ministry of Education,  
Zonal Office,  
Zaria.

27th May, 1992.

The Principal;

PERMISSION TO CONDUCT RESEARCH

I am directed to convey approval for Mrs. VICTORIA  
ABOLARIN from Department of Education ABU Zaria to  
conduct research on The Impact of G.Sus. In Selected  
Post Primary Schools In Zaria of Kad. St.  
in your school for 3-4 days/weeks.

You should ensure that the research student restrict  
herself to the research work only.

*Alh. ji Abbas Jungrin*  
Assistant Director (Schs). 27/5/92  
Ministry of Education,  
Zonal Headquarters, Zaria (U)  
(Alh. Abbas Jungrin)  
AD (Schools)  
For: Zonal Director of Education,  
Zaria.

