**PERCEPTION OF TEACHERS ON THE EFFECTIVENESS OF GUIDANCE AND COUNSELING PROGRAM IN SECONDARY SCHOOLS**

**Abstract**

The main purpose of this study was to investigate the effectiveness of guidance and counselling programme as perceived by secondary school teacher and other school administrator in Okitipopa Local Government Area of Ondo State. From research questions were formulated to guide the study. Descriptive survey research design used was used to describe the perception of teacher and other school administrators on the effectiveness of guidance and counselling programme in Okitipupa. Review of literature was gathered to expose the researcher to what has been done in this area and to provide a good theoretical frame work for the study. Twenty (20) items questionnaire was developed and administered to two hundred teacher and counselors of the secondary school in Okitipupa Local Government Area of Ondo State. The result of the findings revealed that majority of the teachers deems that the effectiveness of guidance and counselling is not the exclusive responsibility of the guidance counsellor. There is a misconception that they are duplication of teaching and administrative function of the teachers and principals. It is also clear from the study that principals who generally believed to be obstinate to the practice of effectiveness guidance in the school now support its functions.

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**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background of the study**

There is a general assumption that the introduction of guidance and counselling in secondary school systems would enable everybody to appreciate the significance of guidance and counseling in the school system. Essien (1998) pointed out the need for the establishment of guidance and counselling programme in the Nigerian school. In spite of this recognition, these seem to slow progress in the availability of guidance programme in Nigerian secondary schools. The National policy on Education (1998) has emphasized on the need for guidance programme in our secondary schools, but in most secondary schools, the counselors or career master is only given the assignment of counseling duties as a part-time assignment while teaching duties are emphasized for such officers. From time immemorial, man has always needed some form of guidance in order to properly manage life issues. In the days of old, young people received guidance concerning life issues and this was known as informal or traditional education. In Africa, this traditional type of guidance was administered by families, priests and church leaders.

 According to Anagbogu (1988.1), traditional guidance was a means “to direct, lead, guide, pilot, show, inform, advise, help and instruct”. The people were guided or protected by “Ikoro”, Ekwe” or “Talking Drum” when a message need to be passed or danger was imminent; it was by this medium that they passed information across each village. Modern counselling originated from USA in 1909.

Guidance and Counselling is one of the developments in the field of education in Nigeria. It became popular in Nigeria with the introduction of the 6-3-3-4 educational system in 1982. It is generally accepted that in Nigeria, the organized formal guidance stated in 1959 at St. Theresa’s College, Oke Ado in Ibadan through certain reverend sisters, out of concern for the graduates of their school. They felt that there was need to offer vocational guidance to their outgoing final-year students because it would help them with their life outside school to become productive to themselves and the society.

 As a result of these, the reverend sisters invited twenty educated people from Ibadan community from different professions to speak to the students. Since they were professionals, they knew more about the emerging world of work than the students and the reverend sisters. Fifty-four out of the sixty students benefited from the experts’ advice and were placed in various jobs. The innovation was highly accepted by the society because in later years, this group of people, though not trained counsellors, organized career talks, seminars, guidance workshops and lectures for the class five students. Later on, the vocational guidance services spread to other secondary schools outside Ibadan and across the entire federation.

The Ministry of Education officials became so interested in these organized services that the group of “Career Advisers” was invited to provide career workshops for teachers and career masters. Eventually, the term “Career Advisers” became a national issue. In an attempt to overhaul the old educational system and steer it towards the needs of the nation, the Nigeria Educational Research Council (NERC), now called the Nigeria Educational Research and Development Council (NERDC), organized a conference on curriculum development in September, 1969.

This curriculum conference was followed by a government- sponsored National Seminar in 1973, under the chairmanship of Chief S.O. Adebo to deliberate on all aspects of a National Policy on Education using the report of the 1969 curriculum conference as the working document. There was need for the curriculum to emphasis the aspect of students’ adequate preparation for life after school. The conference produced recommendation for a new National Policy on Education which the Federal Government accepted and published in 1977; it has been revised in 1981, 1989 and 2004 respectively.

With the highlighted changes in the nation’s educational system, the need for guidance and counselling services in Nigerian secondary schools become more glaring. Consequently, guidance and counselling services became an integral and essential component of the educational process for all students as they progress through the formal educational system.

In recognition of the need for guidance services in secondary schools, Iwuama (1999) stated, “we are conscious of the climaxed need for guidance services in the life of the child at the secondary stage which fairly corresponds with his pre-adolescent and adolescent stages of development”. The emphasis here is on the 3:3 educational systems, which implies three years in junior secondary school and three years in senior secondary school. The former is meant to be both pre-vocational and academic while the latter is more comprehensive, comprising the core curriculum designed to broaden student’s knowledge. Therefore, the services of guidance counsellor are needed for the achievement of the students’ goals as well as educational objectives. The goals and educational objective of the students are:

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          The meaning of the title counsellor remains a puzzle in some quarters such question as the counselors a teachers, an administrator, a principal are asked. The counsellor is a very different person to place within the professional hierarchy of the school personnel. The trained school counsellor therefore is someone who possesses the skill and qualities that could facilitate the decision making activity of both students and parents. The counselors work is that of growth, of change of personal expansion in a world that does not always make sense. The counselors are therefore placed on highly unusual position unlike most of his colleague who are placed under direct supervision (Dengal 1983). The school administrators including teachers are sometimes ignorant of the need for guidance services in their school because, they sometimes see the school counselor as a threat to their status as the head of the school.

**STATEMENT OF THE PROBLEM**

In a normal school sector, it sis expected that the school should have guidance counselor, because the school is made up of student from different background, different culture, and are of various sex and age. The school authority is expected to know the importance of the guidance counselor not only to advance the reputation of the school but, to improve the total wellbeing of the students and ensure a smooth teaching and learning process. The policy of providing guidance services in every school is far from accomplishment in most of our secondary schools. One would ask, are the schools ignorant of the Federal Government directive? Are the school administrators ignorant of the values and importance of a guidance programme in their schools? Also in most of the school where there is a guidance programme, they are either malfunctioning or at best in the pioneering stage. This is because men and material resources for effective and in-depth guidance and counselling services are currently in short supply (Denga, 1983) Most students, community and parents might begin to see the school counsellor as a very powerful figure, which has the ability to fashion the life of their children and provide human services to diverse individuals in a variety of settings.

**PURPOSE OF STUDY**

The purpose of the study would be to ascertain whether guidance and counselling programme is being rendered and the types of service rendered in the secondary schools in Okitipupa Local Government Area of Ondo State. The study investigated the ways teachers and principals and students perceive guidance and counselling programme in secondary school in the Local Government. Finally, the study assessed the impacts of the guidance service in the secondary school.

**RESEARCH QUESTIONS**

(1) How is guidance and counselling programme perceived by secondary school teachers in Okitipupa?

**(2)**How does the school principal perceive guidance and counselling programme in secondary schools?

**(3)**How does the school counselor perceive guidance and counselling programme in secondary schools?

**(4)**Is there any difference in the perception of teachers and counselors in the effectiveness of guidance and counselling programme in secondary schools in Okitipipa?

**SIGNIFICANCE OF THE STUDY**

We are today in a period where youths and adults, are heavily confronted and confused with various developmental needs and problems to content with in their lives; hence determining the effectiveness of guidance and counseling program is carried out. It is hoped that the study will equip school administrators, teachers, counselor or career masters with the right information on the nature and the magnitude of the guidance and counseling in our secondary school and the impact to students well-being academically and choice of a future vocation. The study will correct wrong impression of educational officers like teachers, school administrators, students developed towards guidance and counseling program. It will help educational planners in the ministries of education and educational resource center to know exactly the situation of guidance and counselling in secondary schools. This study will reveal the strengths and counselling in secondary school. This study will reveal the strength and weaknesses of the existing guidance programme in the secondary schools The findings and recommendation of the study will help to improve guidance services and thereby reduce student’s problems and thereby adequately preparing them for the world of work. Finally, it is hoped that this study would not only add new dimension to work already done in the field of need and impact of guidance services, but also open up pother area where useful inquiries or researches could be conducted.

**SCOPE OF THE STUDY**

 This study is limited in Okitipupa Local Government Area of Ondo State. The secondary school for which research was carried out are, Stella Marris College Okitipupa, Success Secondary schools of Edepe secondary school Okitipupa, Methodist High School Okitipupa.

**DEFINITION OF TERMS**

**PERCEPTION**: The ability to see, hear, understand and make opinion.

**PIONEERING**: Introducing ideas and method that have never been used before

**ACCOMPLISHMENT**: An impressive thing that is done or achieved after a lot of work.

**EFFECTIVENESS**: Ability to do well in an assignment

**ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows

Chapter one is concern with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 Introduction**

The Guidance and Counselling activity in the secondary school settings is gaining a new dawn. As the educational mission in Nigeria has expanded to include Guidance and Counselling services in elementary, secondary and higher institutions. In Nigeria junior secondary school starts after successful completion of the 6th grade or primary six. A child will complete three years of classroom instructions and be able to sit for the junior school certificate examination. The successful completion of JSS III will lead to enrolment in SSS I. The students who start the junior secondary school are predominately early adolescents, who made successful transition from the primary six grades. The early adolescence period is a turbulent period for the developing child. Let us look at our society today; the most endangered age group is the adolescence. Those who drop out from school join the antisocial groups, committing all forms of crime across the entire country. The secondary schools have turned out to be the recruitment grounds for antisocial groups (Eremie, 2006). These children not only join the dangerous antisocial groups, but also do hard and illicit drugs (Effiong, et al 2005). They are highly influenced by peer group pressure which leads to juvenile delinquencies across the nation. Some of these students drop out of school due to lack of adequate guidance and counselling services in the school system. We cannot watch daily, seeing our students get wasted on the streets and in jails awaiting trial or already sentenced. There is a great need to reclaim these students through effective guidance and counselling at the junior and senior secondary school level. The Federal Ministry of Education in response to such needs of the students has spelt out guidance and counselling objectives in the Blue Print for educational institutions in Nigeria. The recognition of such needs by the Federal Ministry of Education, if carried out effectively by school guidance counsellors will help to focus the students’ attention on their academic work. Guidance was the father of counselling as it was practiced during the period of Frank Parson. The focus of guidance in the days of Frank Parsons was to guide an individual to make choices in the areas of choosing classroom instructional activities, and also to prepare the individual to enter a given vocation or occupation. A guidance counsellor is to assist individual to make choices in selecting and planning of courses in the school setting. While, counselling is the process whereby a person (counsellee) enters a helping relationship with a professionally qualified counsellor to help the counsellee in making choices and decisions leading to desirable development and growth throughout the life span (Gladding, 1988; Anagbogu (1988) and Corey (1986).

**2.2 NEED FOR GUIDANCE AND COUNSELLING PROGRAMME IN SECONDARY SCHOOLS**

As students join secondary schools, they bring along a host of emotional, psychological, social and academic problems that need to be understandingly resolved (Rao, 1990). Sifuna (1975) observed that students in secondary schools come from different backgrounds like single parents, absentee father, divorced or separated parents and poor or rich families. The schools are expected to successfully integrate all these family structures and bring out an all-round successful individual at the end of the secondary school education. Schools can only do this through an effective guidance and counselling programme with a broad and comprehensive curriculum that can assist students adjust to their situations. Therefore guidance and counselling in secondary school is of great importance if these problems are to be addressed. Peeku (1991) observed that guidance and counselling helps learners to overcome personal, academic and career problems which could otherwise make learning difficult or prevent students from settling down in school. This is because an effective guidance and counselling programme teaches students coping strategies and new behaviours that could be used in making maximum use of their time at school. McLeod (2003) explains that when students’ emotional concerns are taken care of they become stable and develop a positive attitude towards school. Effective guidance and counselling is therefore an important and crucial element in improving students’ personal, academic and career competencies. Sindabi (1992) pointed out that most of the students problems calling for 11 guidance and counselling are mainly in education/academic, social/personal and career/vocational areas of concern. Therefore the school guidance and counselling programme is expected to help students develop skills, attitudes, values, and knowledge to solve the problems and develop their personal, academic and career competencies. The Task Force on Students’ Discipline and Unrest in Secondary Schools (G.O.K 2001) observed that student unrest, anti-social behaviour and poor academic performance is due to lack of extra-curricular activities. This is an indication of inadequate personal competencies among Kenyan secondary school students including those in Baringo district, since the findings of the Task Force were representative of all schools in Kenya. Bor et al; (2002) observed that young people, like adults, also experience crisis in their lives, like death of parents, family member, teacher or fellow student while at school or during school holidays. Thus there is need to establish an effective guidance and counselling programme which will help the students on personal level by providing psychological and emotional support to help them to cope. The TIQET report (1999) observed that cases such as those of students infected or affected by HIV/AIDS require professional guidance and counselling services not only for themselves but also for their families. Hence, there is need to equip students with personal competencies through guidance and counselling to help them face life challenges. In addition, the youth witness or are victims of atrocities that traumatize them such as violence, road accidents, rape and murder. It is necessary for schools to establish effective guidance and counselling services so as to help the youth cope with these atrocities as they pursue their studies (Gothard & Goodhew, 1987). Kamiti (1991) observed that the break down of the extended family set up and rising cost of living has forced parents to spend more time away from home in search of money, others put their children in boarding schools thus necessitating formal guidance and counselling in schools where the children will be assisted to adjust to the conditions of boarding school. The National committee of Education Objective and Policies (1976) noted that “guidance and counselling of learners at all stages when properly done will play an important role in enhancing their personal adaptability as does academic teaching” (pp, 17). Gothard & Goodhew (1987) in their study on guidance and counselling services in schools found out that there would never be sufficient time for all students in a school to have the necessary guidance given to them individually by the teacher counselors. Hence, there is need for an effective guidance and counselling programme that involves the head teacher and other teachers to be able to reach all the students in the school. The Kenya development plan (1974 -78) in support of guidance and counselling programme recommended that all teachers should be trained in guidance and counselling and discharge it as part of their normal duties. This has led to the strengthening and expansion of school guidance and counselling in most secondary schools. Widespread cheating in Kenya Certificate of Secondary Examination (KCSE) for example in 2001 alone, where the results of 2880 students in Kenya secondary schools were cancelled in over 100 examination centers by Kenya National Examination Council (KNEC) ( Siringi, 2001)portrayed a learning problem among students. This could be a sign of lack of adequate study skills, habits, knowledge and information required to plan for and write examinations among secondary school students. Despite the emphasis on academic work by the teachers in Kenyan secondary schools many students still perform poorly in national examination (Eshiwani, 1993). This is an indication that the students lack academic competencies offered through academic guidance and counselling programme. In Kenya, dismal academic performance is an impediment to a student’s personal future, academic and career development because further studies in post secondary institutions of learning are based on (KCSE) performance. Although other factors may contribute to poor academic performance, guidance and counselling programme could be used to address most of academic problems the students experience in secondary schools. The fact that students are recalled to fill university application forms after Kenya Certificate of Secondary Examination (KCSE) results have been released is an indication that students lack career competencies required in making correct career choices while at school ( Join Admission Board, 2006). Makinde (1984) observed that most parents lack job related and sound study techniques required to guide their children hence they may 13 misdirect their children in the choice of their school subjects and life occupation. School guidance and counselling programme therefore is needed to supplement parental efforts. Sisungo (1998) observed that the quality of education in Kenya is deteriorating therefore school guidance and counselling programme may be the tool that can be used to improve it by equipping the students with skills to adjust to the overloaded school curriculum and how to continue in the education ladder. According to the report of the Task Force on Student Discipline and Unrest in secondary schools (2001), students have developed negative attitudes towards education due to high unemployment rates in the country thus career guidance and counselling programme is required to help the students identify alternative options in order to influence their perceptions positively towards life after secondary school and to work to improve their academic performance (G.O.K 2001)

**2.3 THE ROLE AND FUNCTIONS OF GUIDANCE AND COUNSELLING PROGRAMME IN SECONDARY SCHOOLS**

Students in secondary schools experience personal (social, emotional, psychological) academic and career problems as they pass through adolescence stage of life. In most cases these problems if not handled well lead to indiscipline. Guidance and counselling programme is aimed at helping the student solve personal, academic and career problems and to adjust to secondary school environment. Ngumo (2003) in his study on the role of guidance and counselling programme in controlling discipline reported that it can control indiscipline of the students if they could perceive the programme positively and make use of the services offered. The report on the Task Force on Student Discipline and Unrest in secondary school (G.O.K 2001) proposed that guidance and counselling should be made an integral part of the school programme. Guidance and counselling programme has important roles and functions in enhancing students’ personal, academic and career competencies. The roles and functions of guidance and counselling programme in secondary schools in Kenya have been outlined by (Rao, 1990) as assisting:

(i) Students in problems of learning because when students face difficulties in school they loose interest in studies and deteriorate in academic performance.

(ii) Students with problems concerning their vocational future.

(iii) Students to adjust to imbalance caused by adolescence development which could cause strain and stress. Rao (1991) explained that the teacher counsellors understand problems of the young people, hence will assist them to initiate steps to overcome or prevent personal, academic and career problems. Mutie & Ndambuki, (1999) also outlined the roles and functions of guidance and counselling programme for secondary schools as including: (i) Education talk: talks on simple educational topics such as; adjustment to the school, effective study habits, use of library, interrelationships participation on co-curriculum activities and dealing with peer pressure.

**(ii) Orientation:** to orient the students to subjects offered and to the facilities such as libraries, laboratories and workshops available in the school.

**(iii) Career conference:** career talks to cover careers open to those who leave school after form four.

(iv) Planned tours: the teacher counsellor plans student visits to industries and commercial establishments to provide the students with direct experience of the work and physical environment in which it is done. Makinde (1984) summarized the roles of guidance and counselling as follows:

1. **Adaptive services:** adaptive services are provided to help students adjust better in any new environment especially new students.
2. **Appraisal services:** a variety of data is collected for the purpose of better understanding of students.
3. **Information services:** providing students with better knowledge of educational, vocational and social opportunities so that they can make informed choices and decisions
4. **Planning and placement:** help students who require hospitalization for one kind of sickness or another or and an individual student to achieve admittance into a school of his/her choice.

The above outlined roles and functions of guidance and counselling programme are designed to help the students through their secondary education by equipping them with the competencies needed to optimize personal, academic and career potentialities. There was need to investigate its effectiveness in enhancing personal, academic and career competencies among the students in secondary school. Despite the development of the school guidance and counselling programme objectives in secondary schools little follow up has been conducted to determine the effectiveness of guidance and counseling program in enhancing students’ personal, academic and career competencies.

**2.4 ACADEMIC COMPETENCY**

This include values, skills, attitudes, knowledge and abilities required to enable students to select and succeed in a chosen subject and study programmes in secondary school which act as the foundation for post secondary education options and professional career. Academic guidance and counselling is a process of helping an individual in planning a suitable directional programme and making progress in it (Makinde, 1984). According to Biswalo (1996), academic guidance and counselling help students in planning an effective study and revision programme, subject choice, study skills, information on higher education opportunities, skills to reduce test anxiety and any other aspects relevant 17 to the pursuit of education in school and after school. Absence of these competencies makes students to under achieve academically. Academic competencies are therefore important for assisting students to meet their educational opportunities. This means educating the students towards becoming responsible individuals. Biswalo (1996) observed that academic guidance and counselling offers opportunities to students to discover their own abilities and to develop them. Hence, academic guidance and counselling helps the students to make suitable educational plans so as to help them prepare and realize their capabilities and interests. Therefore, academic competencies assist a student to relate present subjects to future academic choices, relate academic performance in school with courses to study after school and prepare him/her to choose from a wide variety of substantial post secondary educational options as well as link current school subjects to life in society after school. Makinde (1984) observed that academic guidance and counselling services should not only be provided to students who may be under achieving and potential drop-outs but also for the gifted students who are high achievers. Kimathi (2002) in his study to investigate on the perception of teacher counselor’s role in the implementation of secondary school curriculum in Kenya established that school guidance and counselling programme has contributed to the effective student learning and high academic performance. This implied that student learning and high academic performance could be attributed to the presence of the needed skills, values, attitudes and knowledge to make students achieve academically. Studies on effect of guidance and counselling programme on student academic competencies in Kenya are limited. There was need to find out the effectiveness of guidance and counselling in enhancing students’ academic competencies in secondary schools. Therefore, there is need to study secondary schools in Baringo district which have had poor academic performance continuously for many years.

**2.5 TEACHERS AND STUDENTS PERCEPTION ON THE NEED FOR COUNSELING SERVICES**

Having guidance and counseling services in a school is a big step in the right direction for that school or institution (UNESCO, 2011). This however could be affected by the perception of teachers and students towards the service. This is based on the following research questions: “What are the perceptions of teachers’ and students’ on guidance and counseling services in secondary schools in Pallisa District? The effect is likely to be positive or negative depending on what the teachers and students feel and perceive about the whole issues of counseling. Research suggests that of the two groups, teachers have greater influence on students. Further findings of the same research indicate that teachers tend to teach in the same way they were taught with some slight modifications if need be. This further suggests that if guidance and counseling is to be advocated in schools then it should start with the teachers and the students who will eventually follow suit is sighted in (Gourneau, 2012). Like any business or activity to be carried out, it starts with the attitude which is from the decision of someone to accept or reject an idea. Attitude generally refers to the feelings of liking or disliking something or some situation without any strong reason to justify the liking or disliking. It is actually a combination of things such as personality, beliefs, values, behaviors, and motivation of an individual toward something and or some situation at their disposal. These different attributes will in one way or the other force individuals to act in a certain way towards a circumstance exposed to them all. This could be influenced by the cultural background (beliefs and values) and probably what motivates the particular individual(s) to do what they do (Pickens, 2005). According to (Schmidt, 2008), a comprehensive guidance and counseling program should cover the educational, career, personal and social development of the students. Besides, prevention remedial programs are also important in helping to prevent social ills in schools. In his studies, (Chai, 2000) found that only 16.6% of students actually utilize the counseling services for emotional or mental problem. It is further reported that students are unwilling to disclose their problem to another person due to their culture and difficulty in expressing their feelings and emotions. However, they are more willingly to seek counseling services for school work or career problems. Counselors are ranked low as a source of help in personal problems. They will only seek counselor’s assistance when their primary support system has failed to effectively solve their problems (Tan, 1989). This reasoning was also supported by western researchers like Gysbers and Henderson (1995) who proposed a school comprehensive counseling program to take note of supporting the pupils and the supporting network of the pupils which include all the stake holders of education. The findings also go in line with the work done by (Parham and Tinsley, 1986). Guidance and Counseling services are important to different group of people depending on their situation. Some groups of people may need counseling services more than others. Young people for instance, may need counseling in order to make good choices in 20 their lives. This is important since it helps a child get formed into a responsible adult in the future. This thus requires counseling services to be given out in schools where these children can be found. Though there could be few schools today that have counseling services in Africa, there is no harm for a school to have an office for the purpose (CPA, 2009). Guidance counselors, therefore, need to be equipped with skills required to design comprehensive guidance programmes, provide counseling service, and use assessment procedures with a gender perspective. Emphasis should be on the gender sensitization of trainers of guidance counselors, as well as provide them with the knowledge and skills which they can use in training their trainees on how to address gender stereotypes, that may influence the decisions that young people may make with respect to careers and other roles in society. Due to a lack of training in gender analysis, many providers of guidance services have continued to provide services, and/or organize activities, that continue to maintain and reinforce the existing gender stereotypes (Bhusumane, 1993). According to Shertzer and Stone (1981), counseling is a social service based on the recognition of an individual‟s uniqueness, dignity, value and respect, and of the fact that every individual has a right to personal assistance when needed. This service recognizes the need to offer individuals an opportunity for self-knowledge and self-development through individual or small group interventions. The counseling service‟s main purpose is to nurture a relationship leading to personal development and decision-making, based on an understanding and knowledge of oneself and the environment. The service provides an opportunity for verbal interaction between the counselor and the client, with the sole aim of assisting the client to deal with a specific problem which could be physical, academic, emotional/personal, and/or social. Basically, this service offers clients the chance to make decisions and solve problems. This service has a direct link with other services, especially the referral service because, when the need arises, a counselor may have to refer a client to other specialists. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life, since classroom teaching alone may not meet the needs of the client effectively. In the context of a school, teachers and students are expected to have very diverse attitude and perception about a situation that requires the attention of both of them. However, a common ground has to be reached in order for something to be done especially when that thing involves collaboration of all parties of a transaction. This is synonymous to counseling services in schools (UNESCO, 2011). Research conducted by Lee (2009) indicates that guidance and counseling in schools faces a great challenge of having a common ground between students and teachers on whether such services should be provided in schools or not. In a related scenario, research was conducted in South Africa in the late 2002 to 2003 to establish the impact of guidance and counseling to academic excellence and success in education of a South African citizen. This research revealed that there was a great success especially due to the fact that the African students and pupils who seemed to be traumatized by the whites started accepting the situation and believing that they could make their future better than the way they thought it would be (Muribwathoho, 2003). This is a sign that counseling is a powerful tool for change in a society. Shertzer and Stone (1981) support that guidance and counseling services underscore the fact that other people‟s opinions and decisions may have a positive impact on the programme. It also emphasizes that clients are not only students but children, sportsmen and women, boys and girls, who work with a number of people who can contribute to, and have an interest in, the students‟ welfare. It is, therefore, important for the counselor or guidance teacher to the students to consult parents, boarding personnel, and other teachers who might be subject teachers and coaches. This will give the counselor or guidance teacher an opportunity to ascertain various changes in behaviour that might have occurred. Such consultations may also demand referral. The consulting service supports the fact that collective decision-making and problem exploration allow for more objectivity. The programme leader has to promote relations with community agencies, which helps to establish contacts and effective communication channels. Once channels of communication are open, it is easy to exchange information and ideas with other beneficiaries. Consultation with teachers is an important means of increasing teacher awareness of issues their students face. In the research conducted by Muribwathoho (2003), teachers are portrayed to have fronted the idea and convinced the authorities of the importance of guidance and counseling in helping the students to concentrate in class. Above all, the counseling sessions helped the whites and Africans in South Africa start getting along well. This indicates that counseling services play a big role in shaping the lives of individuals. Perception of teachers is therefore very important in making counseling services a success in schools. This is important to be considered in coming up with guidance and counseling programs. In his works (Gourneau, 2012) stresses this aspect so much. According to him, teachers are very instrumental in shaping the attitudes of their children and making them do the right things in their lives. He further stresses the need to have teachers express kindness and responsibility towards students. Regardless of what the teachers may want to believe as their attitude, students too have their attitude towards counseling services. Whereas they are likely to be influenced by the teachers into liking certain aspects of the school, students are likely to have a complete separate understanding of and perception of counseling to them. This follows the fact that students are fond of behaving rebelliously to certain things that happen and or get practiced in the different institutions of learning and lower level schools (Lau, 2009). This brings into the picture the need to study the preferences of students well in order for them to be pursued into liking the aspect of counseling in their student lives. Lindhard (1985), Students should be assisted at various levels in their educational development by providing academic counseling.

**All sorts of students:** the gifted and talented, the low achievers, the handicapped and delinquents, should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular student, and the preparation of a cumulative record, which is a device for recording and filling all the relevant data on that student. With this information each student can be helped to plan a satisfying educational programme. In a related study, there was need to identify whether the background of a student could be relevant to determine the level of preference of that student to liking guidance and counseling services. Results indicated that indeed the background was of paramount importance in the process of determining whether a student would like to have guidance and counseling services introduced in the school where he/she studied. In this research, the cultural background was broken further to include socioeconomic aspects as well as the level of attachment that the students contacted had to their cultures at home. Those with strong attachment to culture tended to be skeptical of the reasons for counseling whereas those with little attachment to culture received the news of counseling and were more open minded to receive the good news that counselors had to offer to them (Duncan & Darrell, 2007). This is an indication of the need to consider the cultural background of the students which tends to have high impact on the attitude that they have towards counseling. In the end, it is this attitude that helps to determine whether the students would like to have counseling services in their schools or not. The strength of the attitudes of students does not however rule out the fact that the teachers have the capacity and power to influence them into liking the idea of having guidance and counseling in schools. Hard as it may seem, literature suggests that a teacher has the power to make a student see a new light in life and hence be able to accept counseling services in schools (Gourneau, 2012). The issue of resources to carry out counseling cannot as well be ignored at this point. From a general perspective, counseling services are very minimal in most of schools both in developed and developing countries. There is however overwhelming evidence that counseling services are important to these schools since they enable students to develop in mind and body especially as far as decision making is concerned. Counseling has been found important because of its advantages in ensuring that schools get the desired outcome from a student who finishes school as those of expected of him or her before starting school (Muribwathoho, 2003). To realize the main goal of outstanding counseling services, there is need for both students and teachers to have good attitude for the service. There is further evidence that teachers are in good position to influence the attitudes of the students. This can further be used for the good cause of making sure that both students and teachers have the same attitude about counseling services in schools (Gourneau, 2012). A school is composed of administration, teachers and students. The administration is likely to operate to ensure that the needs of students and teachers are attained since they are the main players in the education system. This further implies that the teachers and students are together in position to influence the needs of the schools by forwarding counseling services as one of the services of priority. This is likely to counter the current trend of few counseling services in schools. In the process, resources for counseling services are likely to be availed by the school administration in liaison with the parents (Caltabiano, 2003). Once the resources are in place, the right talent for counseling is likely to be sought and obtained. Literature however suggests the need to have an in-house talent management mechanism whereby the right talent will be developed to suit the needs of students of a given school. This is in itself an important component in the development of counseling services in schools (Ulrich, 2011).

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to examine the perception of teachers on the effectiveness of guidance and counseling program in secondary school.

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information for the study perception of teachers on the effectiveness of guidance and counseling program in secondary schools. 200 staff of selected secondary schools was selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

1+N (e) 2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The secretaries were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the two organizations: The questionnaires contained structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of workers response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion. The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item

Contained in questions

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

Question 1

Gender distribution of the respondents.

TABLE I

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender distribution of the respondents** | | | | | |
| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 77 | 57.9 | 57.9 | 57.9 |
| Female | 56 | 42.1 | 42.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

Question 2

**TEST OF HYPOTHESES**

teachers and students do not always consult the guidance counselors for solutions to their problems

**Table III**

|  |  |  |  |
| --- | --- | --- | --- |
| **teachers and students do not always consult the guidance counselors for solutions to their problems** | | | |
| Response | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | teachers and students do not always consult the guidance counselors for solutions to their problems |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. | |

Decision rule:

There researcher therefore reject the null hypothesis that state that teachers and students do not always consult the guidance counselors for solutions to their problems as the calculated value of 19.331 is greater than the critical value of 7.82

Therefore the alternate hypothesis is accepted that state that teachers and students do always consult the guidance counselors for solutions to their problems.

**TEST OF HYPOTHESIS TWO**

Guidance and counselors does not have any function in secondary schools as perceived by teachers and students

Table V

|  |  |  |  |
| --- | --- | --- | --- |
| **guidance and counselors does not have any function in secondary schools as perceived by teachers and students** | | | |
| Response | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |  |
| --- | --- |
| **Test Statistics** | |
|  | guidance and counselors does not have any function in secondary schools as perceived by teachers and students |
| Chi-Square | 28.211a |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. | |

Decision rule:

There researcher therefore reject the null hypothesis that state that guidance and counselors does not have any function in secondary schools as perceived by teachers and students as the calculated value of 28.211 is greater than the critical value of 5.99

Therefore the alternate hypothesis is accepted that state that guidance and counselors does have function in secondary schools as perceived by teachers and students.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to examine the perception of teachers on the effectiveness of guidance and counseling program in secondary schools.

In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations made which in the opinion of the researcher will be of benefits in addressing the challenges of teachers perception on the effectiveness of guidance and counseling program in secondary schools.

**5.2 Summary**

The level of awareness of teachers on the effectiveness of guidance and counselling service in the primary school is both positive and encouraging. The implications are, therefore, that teachers are aware of the effectiveness of guidance and counselling services in primary schools. Therefore, if counsellors are posted to primary schools in Nigeria, to establish guidance and counselling units , the implementation, running and execution will be very smooth as knowledge and awareness of the services have already been established. This will, no doubt, help the UBE programme to record a success towards the development of primary education in this millennium in Nigeria.

**5.3 Conclusion**

It can be concluded that students and teachers generally have a positive perception about the necessity of counseling services in secondary. However, the services are not adequately provided and in some schools they were nonexistent, it can also be concluded that resource availability both financial and non-financial are crucial in the provision of counseling services. However, in most schools, both financial and non-financial resources were inadequate. It is concluded that talent availability both in terms of commitment and level of awareness are very crucial in the provision of counseling services in secondary schools.

**5.4 Recommendations**

The recommendations were made as per the findings and conclusions on each objective of the study. It was recommended that, if counseling services are to be improved in secondary schools in Pallisa District. Both the children and parents need some guidance in order to understand and appreciate these differences and live amicably. The parents should be made to realize that the times are fast changing and they have to gradually change from the old ways. The children should also be made aware that they should not push their parents too fast because as old times the culture shocks they receive take time. More resources both financial and non-financial should be availed to schools by the Ministry of Education and Sports, parents, the community and Non-Governmental Organizations especially to schools in rural areas to enable teachers offer counseling services to the students. Guidance and counseling services should be implemented in secondary schools and to other areas of Nigeria both rural and urban in order to change students and teachers perception, as it has positive relationship with shaping the students discipline for good of teachers and their parents.

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }

Others……………………………….

1. How long have you been in the education sector
2. 0-2 years { }
3. 3-5 years { }
4. 6-11 years { }
5. 11 years and above……….
6. Position held by the respondent in the school
7. Principal { }
8. Counselor’s { }
9. Senior staff { }
10. Junior staff { }
11. (7) How long have you been ministry of education?
12. 0-2 years { }
13. 3-5 years { }
14. 6-11 years { }
15. 11 years and above……….

SECTION B

1. Guidance and counselors does have function in secondary schools as perceived by teachers and students?
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. Teachers and students do always consult the guidance counselors for solutions to their problems?

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. Do school guidance counsellors carry out their functions properly in the schools?
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. Teachers and students do not always consult the guidance counselors for solutions to their problems?
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. Do both students and teachers have misconceptions about the nature of school guidance and counselling services?
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. Guidance and counselors does not have any function in secondary schools as perceived by teachers and students?
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. Do both students and teachers have misconceptions about the role of the guidance counsellors in the schools?
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. Guidance and counseling services are necessary in this school?
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. In this school, guidance and counseling services are provided?
32. Agreed { }
33. Strongly agreed { }
34. Disagreed { }
35. Strongly disagreed { }