Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.5 No.2 June, 2022; p.g. 285– 294; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

ASSESSING THE CHALLENGES OF GUIDANCE AND COUNSELLING SERVICES AMONG PRIMARY SCHOOLS, WAY OUT: IMPLICATION FOR FUNCTIONAL PRIMARY EDUCATION COUNSELLING

IWUAGWU FELICITAS ONYEMAZUWA
Department of Arts and Social Science Education,
University of Abuja
Email: meetfelicitas@gmail.com

AKUTA FELICIA ONYEKPAUWANAKA
Department of Arts and Social Science Education,
University of Abuja
Email: ofigbokwe@gmail.com

IWUAGWU GODSON CHINEDUM
Department of Science Education (Research, Measurement & Evaluation),
University of Nigeria Nsukka.
Email: chigods2013@gmail.com

Abstract

This study was aimed to assess the challenges of guidance and counselling services in primary Schools in Gwagwalada Area Council of Abuja. Two (2) objectives, two (2) research questions and one (1) null hypothesis guided the study. The study adopted descriptive research design. The population of the study comprised all primary School guidance and counsellors in public primary schools in Gwagwalada Area Council, Abuja. A sample of 77 public (government owned) primary School guidance and counsellors were drawn for the study using dual stage sampling procedure. The instruments for data collection for the study was structured questionnaire titled: "Assessment Questionnaire on the challenges of Guidance and Counselling services in primary School and possible solutions (AQCGASPPS)", developed by the researchers. Data collected were analyzed using mean and standard deviations to answer the research questions, while the hypothesis was tested using t-test statistic at 0.05 level of significance. The findings of the study, showed that: challenges of implementing guidance and counselling in public primary schools in Gwagwalada Area Council include, inadequate qualified personnel, Poor time frame, poor funding, and lack of facilities, among others. While various ways of improving the implementation of guidance and counselling services include employment of more qualified counsellors, proper funding of counselling activities, Provision of enough counselling facilities among others. Furthermore, findings of the study based on the test of null hypothesis revealed that: There was no significant difference in the challenges of implementing guidance and counselling services in rural and urban primary schools. The study therefore recommended that: Qualified counsellors should be made sufficient and only be allowed to give counselling, and more time should be allotted to counselling during official school hours among others, to improve guidance and counselling activities in primary schools.

Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.5 No.2 June, 2022; p.g. 285– 294; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

Keywords: Assessment, Challenges, Guidance and Counselling, and Primary Schools.

Introduction

Achievement of educational objectives of learners at any level be it childhood, secondary or tertiary education seems difficult if not impossible without functional guidance and counselling services. Guidance and counselling remains an essential element in providing solutions to numerous challenges involved in teaching and learning, such as educational problems, vocational problems personal and social problems. Guidance and counselling ensures discipline, and management of learning problems which has positive relationship with academic performance of the learner (Ngumi, 2016). Societies even the most primitive society grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. According to Willey and Andrew (2011), Counselling involves two individuals one seeking help and other a professionally trained person who helps to solve problems, orient and direct the other towards a goal which leads to his maximum development and growth. Counselling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotion either because of hereditary factors or environment conditions which may not be under the direct control of the victim. Hence, Counselling remains an integral part of an over-all programme of guidance.

Guidance and counselling is therefore absolutely necessary to direct learners to exhibit acceptable attitude and behaviour within and outside the school. The rapid expansion of pupils' enrolment in most states of Nigeria since the attainment of political independence, coupled with inadequate resources to cope with the ever increasing demand for educational provision, had made school management a much more complex and difficult enterprise than decades back. Throughout human life, man needs someone upon whom one can depend, someone who can listen and who is always ready to help one out of problems, conflicts and sufferings. This could partly account for why in ancient and traditional societies, philosophers, priests, and representatives of the gods or religions played a dominant role in controlling the destiny of others. Bulus (2011) opined thatcertain portion of the Nigerian population depends more or less on the counsel of traditional helpers like "Babalawo", "Boka", "Dibia" etc. It is quite natural for a human being to have somebody whom he can trust in his life and to whom he can disclose his problems, incapacitations, or secrets of any kind. It is a known fact that all people have problem(s) peculiar to them and as such people, naturally always seek solutions to their problem(s) through a number of strategies such as advice seeking, consultations, trial and error, denial, restrictions etc.

Understanding the imperativeness of guidance counselling, in 1977, a policy on education evolved which was which was later revised in 1981, 1998, 2010 and in 2014. In it, a specific paragraph proposed the need of providing guidance and counselling services in Nigerian secondary Schools. The policy clearly states in section eight (8) paragraph 127, item (vi) (a) and (c) that:

> "*In view of the apparent ignorance of many young people about career prospects, and in view of the personality instability among school children, government shall continue to make provision for the training of teachers in guidance and counsellors to establish and equip counselling clinics, career resource centres and information centres. Proprietors of schools shall provide adequate numbers and counsellors for their*

> *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 will feature in teacher education programmes. Proprietors of schools shall provide guidance counsellors in adequate numbers in each primary and post primary school"* (NPE, 2014).

The essence of incorporating guidance and counselling into the school system was to reduce high level of ignorance of many young people mostly on their choices of career prospects, personality maladjustment and developmental challenges among school children. In view of the aforementioned, counsellors were appointed to take the responsibilities of helping students to overcome their educational related challenges. Considering the benefits evidenced by the first set of recipients of guidance and counselling in 1959, a group of untrained counsellors were inaugurated in 1967 by the Reverend Sisters from St Theresa's College Oke-Ado who were the first pioneers of this body. Although these were untrained counsellors but their efforts brought remarkable development in guidance and counselling in Nigeria. Hence, guidance and counselling service was adopted at all levels education; tertiary, secondary and primary education. Among all the three stages of education, primary school is very essential for its foundational functions to other stages of education.

Primary school education as referred to in National Policy of Education Federal Republic of Nigeria (FRN) (2014), is an education given in an institution for children aged normally 6 to 11 plus. Primary school is the most popular level of education in Nigeria and other parts of the world. This is because it is available in both the developed and developing countries as well as in urban and rural areas. Its general objectives of primary school education as stipulated in the National Policy on Education (FRN, 2014) include: Inculcation of permanent literacy and numeracy, and the ability to communicate effectively; laying of a sound basis for scientific and reflective thinking; citizenship education as a basis for effective participation in and contribution to the life of the society; character and moral training and the development of sound attitudes; developing in the child the ability to adapt to his changing environment; giving the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of his capacity; providing basic tools for further educational advancement, including preparation for trades and crafts of the locality. As a foundational stage of education, to a great extent it determines the success or failure of a learner in other levels of education. Its function of laying foundation for further studies and providing core literacy and numeracy skills that equip an individual to survive and be successful in secondary and tertiary level of education, solve life problems and be useful to the society necessitates effective guidance and counselling services in primary schools. Therefore, it is right to say that guidance and counselling services at school is of immense important for effective education.

In view of the importance of guidance and counselling in all levels of education, many scholars have undertaking some studies on school guidance and counselling and reported their findings on its implementation, effectiveness of its services among others. For instance, Lydia (2017) reported poor implementation of the structural framework in all the secondary schools and that there was statistically significant difference between the implementation of the conceptual framework, structural framework, service delivery and teacher counsellors' performance in the guidance and counselling programme. The authors further observed that

lack of time, funding, inadequate facilities, uncooperative clients and qualified personnel were among the problems facing the implementation of the guidance and counselling programme among secondary schools in keya. Thus, the study submitted that guidance and counselling programme in Baringo county extra secondary school is not fully implemented. The study also recommended the provision of adequate human and physical resources to strengthen the structural framework and employment of more professional counsellors in secondary schools on full time basis to enable them to perform their duties and responsibilities effectively.

Furthermore, Ngumi (2016), reported that too much workload for teacher counsellors, lack of computer and other counselling facilities, paucity of trained teacher counsellors for effective secondary schools guidance and counselling. The author further observed that guidance and counselling has positive relationship with discipline and academic performance; while lack of guidance and counselling to students leads to indiscipline in schools with resultant effect of poor performance. Iliyasu (2015) carried out an assessment on the implementation of selected aspects of the Blueprint on Guidance and Counselling in Nigerian secondary schools. The author reported low implementation of the administrative aspects in all the studied schools which cut across various categories of the public secondary schools in Nigeria (co-education, single sex male and female, day and boarding, junior and senior secondary schools, states and the geo political zones). Hence, It was recommended that Guidance and Counselling activities should be made functional through providing facilitative environment in which both teaching and non-teaching staff should be fully mobilized to take part in guidance and Counselling activities; and that adequate facilities, capacity building for Counsellors, financial backing to improve the standard of the Guidance and Counselling services in Nigerian Secondary Schools are highly needed.

In line with Iliyasu; Ugwu (2013) observed lack of equipment, insufficient counsellors and time allocated to guidance and counselling activities in schools. In furtherance, the author submitted that the state of guidance and counselling activities in schools has negative effect on functionality of school curriculums. Thus, the view of Ugwu calls for emphasis on the effectiveness of guidance and counselling services in all level of education, mostly at the primary level of education which seems to have suffered neglects by researchers. Hence, evidence abounds that most of the studies on school guidance and counselling are on secondary school while the little on primary schools are more of foreign based.

Thus, nationwide experience has it that pupils encounter social, personal and academic challenges at both school and at home. This challenge does not exclude living in distressed family for instance, where parents are separated or divorced, and where affliction occurs. Nzira Manzaga (2009), stated that because of many pressures imposed on the families, parents tends to have little time with their children to give them the necessary guidance. The parents expect the school to provide solution to their children's indiscipline and inculcate the right attitudinal behaviour to their child. However, this expectation remains a mirage if the guidance and counselling services provided at the primary level of education is inadequate. Consequently, to ensure full realization of the objectives of guidance and counselling services and by extension the objective of primary education, there may be need to periodically carry out proper assessment on the guidance and counselling services provided at the primary schools. This is because such assessment may help to provide useful insights into the

challenges and possible way-out for effective counselling services. Assessment is an essential component of education. Assessment, as a concept is viewed as the process of collecting information for decision making in education about students, curricular, programmes and educational policies (Afemikhe, 2007). Furthermore, Johnson (2009) defined assessment as the use of a variety of procedures to collect information about learning and instruction. Assessment is also considered as a systematic process of gathering data from variety of sources in order to understand, describe and improve learning (Nworgu, 2015). Operationally, in this study assessment comprises the process of gathering evidence to make useful decisions. This implies that assessment here is aimed at collecting data from counsellors in order to understand, describe the challenges guidance and counselling services, and possible ways of improving on them for effective primary education. Based on this premise, the present study sought to assess guidance and counselling services with emphasise on the challenges encounter for possible way out among primary school in Gwagwalada Area Council, Abuja

Statement of the Problem

Guidance and counselling programme in Nigeria was introduced to help learners develop competencies needed to overcome academic, career and personal challenges. At the primary level of education being the foundational level of education system in Nigeria, guidance and counselling services is very essential and is expected to help pupils to overcome some learning difficulties, discipline, and right attitude to life and good learning behaviour among others. In view of this, the government and the stakeholders in education enacted a policy that ensured that every level of education including primary school should have counsellors to see to the needs of the learners.

However, observation has shown that primary school guidance and counselling services among primary schools in Gwagwalada Area Council is not meeting up the expectations. Hence, there are indications that pupils in Gwagwalada Area Council, Abuja still struggle with unresolved learning problems, personality maladjustment and social maladjustment among others which is carried over to secondary school. Cases of wrong behaviours, poor learning behaviours, disturbances and destructive behaviours continue unabated even among JSS1 students. Consequently, these have led to doubts on functionality of guidance and counselling services offered at various primary schools in Gwagwalada Area Council, Abuja. Besides, Iliyasu (2015), observed poor implementation of guidance and counselling in all categories of public schools. Hence, the researchers are of the opinion that this may be as a result of unknown challenges. Thus, this necessitated the researchers to carry out an assessment on the challenges of guidance and counselling services among primary schools, to figure out possible way– out, for functional primary education counseling services.

Purpose of the Study

The purpose of this study is to carry out anassessment on guidance and counselling services among primary schools to identify the challenges of guidance and counselling services and possible way out, for functional primary education counselling services in Gwagwalada Area Council, Abuja. Specifically, the study tend to:

1. find out the challenges of implementing guidance and counselling among primary schools in Gwagwalada Area Council, Abuja.

2. suggest ways to improve guidance and counselling services in primary Schools in Gwagwalada Area Council of Abuja

Research Questions

1. What are the challenges of implementing guidance and counselling in Gwagwalada Area Council of Abuja?
2. What are the various ways to improve guidance and counselling services in Secondary Schools in Gwagwalada Area Council of Abuja?

Hypotheses

The null hypothesis was tested at 0.05 level of significance:

1. There is no significance difference in the challenges of implementing guidance and counselling services in rural and urban primary schools in Gwagwalada Area Council, Abuja.

Method

Design:

The study adopted descriptive survey research design. Descriptive survey was used in this study to seek information from practicing counsellors in primary schools in order to investigate challenges of guidance and counselling services in primary schools in Gwagwalada Area Council, Abuja.

Sample:

The sample size of the study comprised 77 primary school counsellors drawn from 20 public primary schools comprised 63 urban primary school counsellors and 14 rural primary school counsellors in Gwagwalada Area Council, Abuja drawn using dual stage sampling procedure. At the first stage, the researcher used non proportionate stratified random sampling techniques to select 16 public urban primary schools and 4 public rural primary schools in Gwagwalada Area Council, which amounted to 20 public primary schools selected for the study.

In the second stage, the researchers use purposive sampling techniques to select all the counsellors from the 20 sampled public primary schools. The use of purposive sampling techniques by the researchers at this stage was because the number of counsellors in the public primary schools were small hence it required no randomization. Thus, this amounted to 77 counsellors (respondent) used for the study.

Instrumentation

The instrument for data collection use for the study was structured questionnaire titled: "Assessment Questionnaire on the challenges of Guidance and Counselling services in primary School and possible solutions (AQCGASPPS)", developed by the researchers. AQCGASPPS was made up of two sections; A and B. Section A sought for demographic information of the counsellors, while section B contained 20 items arranged in two clusters (A-B). Cluster A, sought for information on challenges of implementing guidance and counselling services in primary schools. While Cluster B, sought for information on the possible ways to improve guidance and counselling services in primary schools. The

AQCGASPPS was structured on a four point rating scale ranging from SA- Strongly Agreed = 4 points, A- Agree = 3 points, D- Disagree = 2 points to SD-Strongly Disagree =1 point.

AQCGASPPS was validated by two counsellors and two measurement and evaluation experts all from faculty of education university of Nigeria. Estimate of internal consistency of the instrument for cluster A, was 0.86 while cluster B, was 0.84 which amounted to the reliability coefficient 0.85, determined using Cronbach Alpha statistical method. The choice of Cronbach Alpha was because the items of the questionnaire were polytomously scored. Data were collected with the help of 10 research assistant (post graduate students of university of Abuja) who administered the instrument face to face with the respondents and retrieved the instruments immediately after completion.

Method of Data Analysis

Data collected were analysed using both descriptive and inferential statistics. Specifically, the research questions were answered using mean and standard deviation. While the null hypothesis were tested using t-test statistic at 0.05 level of significance. To answer the research questions the result was interpreted using the limit of real numbers where a mean score of 1.00 - 1.49 was regarded as Strongly Disagree; 1.50 – 2.49 as Disagree; 2.50 – 3.49 as Agree while 3.50 – 4.00 as Strongly Agree. In testing the null hypotheses, the following decision rules were used: (i) When the associated probability value obtained is less than 0.05 (that is, $P < 0.05$) the null hypothesis was rejected; and (ii) When the associated probability value obtained is greater than 0.05 (that is, $P > 0.05$) the null hypothesis was not rejected.

RESULTS

Research Question 1: What are the challenges of implementing guidance and counselling services in Gwagwalada Area Council, Abuja?

Table 1: **Mean Ratings of Respondents on the challenges of implementing guidance and counselling in Gwagwalada Area Council of Abuja.**

		N = 77		
S/N	**Items**	$\bar{X}$	**SD**	**Decision**
1	Inadequate qualified personnel	2.76	1.04	Accepted
2	Poor time frame	2.77	0.64	Accepted
3	Lack of research	2.32	0.67	Rejected
4	Poor funding	2.79	0.61	Accepted
5	Lack of facilities	2.88	0.46	Accepted
6	Lack of motivation	2.52	0.57	Accepted
7	Lack of personalized salary scale for counsellors	2.21	0.62	Rejected
8	Lack of psychological tests	2.79	0.93	Accepted
9	Lack of opportunities for improvement through conferences and workshops	3.19	1.06	Accepted
10	Conversion of counsellors into classroom teachers	3.27	0.96	Accepted
	Grand Mean	**2.79**	**0.33**	**Accepted**

The result of the study as presented in table 1 showed the mean ratings and standard deviations of respondents (Counsellors) on the challenges of implementing guidance and

counselling in Gwagwalada Area Council of Abuja. Thus, the data in table 5 show the challenges of implementing guidance and counselling in government schools in Gwagwalada Area Council of Abuja. They include: inadequate qualified personnel (mean = 2.76; SD = 1.04), there is Poor time frame (mean = 2.77; SD = 0.64), poor funding (mean = 2.79; SD = 0.61), lack of facilities (mean = 2.76; SD = 0.46), lack of motivation (mean = 2.52; SD = 0.57), lack of psychological tests (mean = 2.79; SD = 0.93), lack of opportunities for improvement through conferences and workshops (mean = 3.19; SD = 1.06), and conversion of counsellors into classroom teachers (mean = 2.27; SD = 0.96). However, items 3, and 7 had mean ratings within the range of 1.50-2.49 set as criterion for disagree indicating no acceptance. This implies that lack of research (mean = 2.32; SD = 0.67) and lack of personalized salary scale for counsellors (mean = 2.21; SD = 0.62) are not among the challenges of implementing guidance and counselling in Gwagwalada Area Council of Abuja.

Research Question 2: What are the various ways to improve guidance and counselling services in primary schools in Gwagwalada Area Council, Abuja

Table 2: **Mean Ratings of Respondents on the various ways to improve guidance and counselling services in primaryschools in Gwagwalada Area Council, Abuja**

		N = 77		
S/N	**Items**	$\bar{X}$	**SD**	**Decision**
1	Employment of more qualified counsellors	3.15	1.08	Accepted
2	Provision of grants for research	2.18	1.05	Rejected
3	Proper funding of counselling activities	3.14	0.68	Accepted
4	Provision of enough counselling facilities	2.96	1.22	Accepted
5	Review of salary and allowances of counsellors	1.90	1.15	Rejected
6	Provision of special salary scale	2.28	0.72	Rejected
7	Provision of psychological tests	2.79	0.81	Accepted
8	Provision of enough time for group and individual counselling during official school hours	2.69	0.76	Accepted
9	Sponsorship of counsellors to conferences and workshops	2.99	0.29	Accepted
10	Reduction of workload for practicing counsellors	3.08	1.09	Accepted
	Cluster Mean	**2.72**	**0.36**	**Accepted**

The result of the study as presented in table 2 show the mean ratings and standard deviations of respondents on the various ways to improve guidance and counselling services in primary Schools in Gwagwalada Area Council, Abuja. The various ways to improve guidance and counselling services in Secondary Schools in Gwagwalada Area Council, Abuja include: Employment of more qualified counsellors (mean = 3.15; SD = 1.08), Proper funding of counselling activities (mean = 3.14; SD = 0.68), Provision of enough counselling facilities (mean = 2.96; SD = 1.22), Provision of psychological tests(mean = 2.79; SD = 0.81), Provision of enough time for group and individual counselling during official school hours(mean = 2.69; SD = 0.76), Sponsorship of counsellors to conferences and workshops (mean = 2.99; SD = 0.29), and Reduction of workload for practicing counsellors (mean = 3.08; SD = 1.09). However, items 2, 5 and 6 had mean ratings within the range of 1.50-2.49 set as criterion for disagree (rejection). Thus, this implies that provision of grants for research (mean = 2.18; SD = 1.05), review of salary and allowances of counsellors (mean = 1.90; SD = 1.15) and provision of special salary

scale (mean = 2.28; SD = 0.72) are not accepted to be among the ways to improve guidance and counselling services in Secondary Schools in Gwagwalada Area Council.

Hypothesis one: There is no significance difference in the challenges of implementing guidance and counselling in rural and urban primary schools in Gwagwalada Area Council, Abuja.

Table 3: t-test Analysis of the significance difference in the challenges of implementing guidance and counselling in rural and urban primary schools in Gwagwalada Area Council, Abuja

Govt. sec. sch. Type	N	Mean	SD	Df	t- cal	Sign	Dec
Rural pri. Sch.	14	2.78	0.82	75	-0.51	0.60	**Not Significant (Accept H_o)**
Urban pri. Sch.	63	2.77	0.80				

The result of the study as presented in table 3 showed the t-test analysis of the significant difference in the challenges of implementing guidance and counselling in rural and urban primary schools in Gwagwalada Area Council. Result showed a t-value of -0.51 with a degree of freedom of 75 and a significant value of 0.60 were obtained. Since the significant value of 0.60 is greater than 0.05 set as level of significance, this means the null hypothesis which stated that there is no significant difference in the challenges of implementing guidance and counselling in urban and rural primary schools in Gwagwalada Area Council, Abuja; is not rejected. Inference drawn, is that there was no significant difference in the challenges of implementing guidance and counselling in urban and rural primary schools in Gwagwalada Area Council, Abuja.

Discussion

The findings of the study revealed that challenges of implementing guidance and counselling services in government (public) primary schools in Gwagwalada Area Council, Abuja include; inadequate qualified personnel, Poor time frame, poor funding, lack of facilities, lack of motivation, lack of psychological tests, lack of opportunities for improvement through conferences and workshops, and conversion of counsellors into classroom teachers. Thus, the findings of the study is in agreement with the report of Lydia (2017); Ngumi (2016); and Ugwu (2013) who observed that lack of time, funding, inadequate facilities and inadequate qualified personnel among others were among the challenges facing the implementation of the guidance and counselling programme in secondary school. This may be as a result of negligent of primary school guidance and counselling programme by the government.

Furthermore, the findings of the study revealed that the various ways to improve guidance and counselling services in public primary Schools in Gwagwalada Area Council include: Employment of more qualified counsellors, Proper funding of counselling activities, Provision of enough counselling facilities, Provision of psychological batteries, Provision of enough time for group and individual counselling during official school hours, Sponsorship of counsellors to conferences and workshops, and Reduction of workload for practicing counsellors. This in consonance with the observations of Iliyasu (2015); & Lydia, 2017).

Conclusion and Recommendations

The study concludes that guidance and counselling services in public primary schools in Gwagwalada Area Council, Abuja are faced with a lot of challenges. These include inadequate qualified personnel, Poor time frame, poor funding, lack of facilities, lack of motivation, lack of psychological tests, and lack of opportunities for improvement through conferences and workshops, and conversion of counsellors into classroom teachers among others. While possible way-out include: employment of more qualified counsellors, Proper funding of counselling activities, Provision of enough counselling facilities, Provision of psychological batteries, Provision of enough time for group and individual counselling during official school hours, Sponsorship of counsellors to conferences and workshops, and Reduction of workload for practicing counsellors as this will improve the functionality of primary school guidance and counselling and by implication improve the achievement of education objectives of education at all levels, since getting it right at the foundational level of education will reflect positively in subsequent levels of education such as secondary and tertiary levels.

Hence, it is recommended that all stakeholders in education Federal, State and local government level should ensure the following:

- Qualified counsellors should be made sufficient and only be allowed to give counselling in primary schools.
- Guidance and counselling facilities should be adequately provided in primary schools.
- More time should be allotted to group counselling while the school is on.
- Opportunities for improvement through conferences and workshops should be made periodically and mandatory for all counsellors; and
- Conversion of counsellors into classroom teachers should be stopped.

References

Bulus, S.O. (2011). *Professional Handbook for Teachers*.Owerri: New African Publishers.

Federal Republic of Nigeria (1998). *The National Policy on Education (Revised Ed.)*. Lagos. Federal Government Press.

Federal Republic of Nigeria (2014). *The National Policy on Education* (Revised 6th Edition) Lagos. Federal Government press.

Iliyasu, A. (2015). Assessment of the Implementation of Selected Aspects of the Blueprint on Guidance and Counselling in Nigerian Secondary Schools. *Unpublished M.Ed Thesis*, Department of Education, Bayero University, Kano.

Ngumi (2016). The Role of Guidance and Counseling in Enhancing Students' Discipline in Secondary Schools in Koibatek District.

Nworgu, B.G. (2015). *Educational Research Basic Issues and Methodology*. Ibadan Wisdon Publishers.

NziraManzaga, C. S.(2009). Structural Coupling, Robustness and Effectiveness of Schools.*Journal of Educational Administration, 31, (4);*19-32.

Ugwu, N.B. (2013). Evaluation of Introductory Technology programme in Junior Secondary Schools in Delta State. *Unpublished M.Ed. Thesis*.

Willey, & Andrew, S. C. (2011).*Fundamentals of Guidance*.Boston: Houghton Miffling Company.2nd edition.

Afemikhe, O.A. (2007). *Assessment and educational standard Improvement: Reflectionsfrom Nigeria*. A paper presented at the 33rd Annual Conference on the International Association for Educational Assessment held at Baku, Azebaijan (September, 16-21).

Johnson, M.A. (2009). Definitions and models in curriculum theory. *Educational Theory* 17, 127-140.

Willey, & Andrew, S. C. (2011).*Fundamentals Of Guidance*. (2nd edition) Boston: Houghton Miffling Company.