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GUIDANCE AND COUNSELING AND THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS (SDGs) IN NIGERIA

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ABSTRACT

This study examined Guidance and counseling and the achievement of sustainable development goals in Nigeria. Specially, focusing on how to enhance the Guidance and counseling in the achievement of sustainable development goals in Nigeria. In realizing the important role which guidance and counseling plays as a veritable tool for the growth and sustainable development of the nation, there has been a clarion call for a more qualitative and functional education all over the globe. Therefore, the paper examined the concept of guidance and counseling and its implications for sustainable development goals (SDGs) in Nigeria. The paper also attempts to establish the importance roles of guidance and counseling as veritable instrument for promoting sustainable development goals in the Nigeria society. Furthermore, the paper examines guidance and counseling and achievement of sustainable development goals in Nigeria. It discussed guidance and counseling challenges hindering the achievement for sustainable development goals in Nigeria as it impose serious detriments to the achievement for sustainable development goals in Nigeria. Therefore, the paper proffers solutions, strategies for strengthening guidance and counseling in achieving sustainable development goals. Furthermore, conclusion were made as way forward in effective and efficient utilization of guidance and counseling for sustainable development goals in Nigeria.

Keywords: Guidance, Counselling, Achievement, Sustainable Development Goals, Challenges, Nigeria.

Introduction

Education is synonymous with the existence of human society; the education of any society usually reflects its whole essence. This means that it encapsulates its philosophy and way of life. The education of any society involves the transmission of all knowledge that is deemed worthwhile. Dienye (2011) defines education as the process by which an individual acquires the numerous physical and social capabilities demanded by the society to which he/she has been born into. The whole essence of education is to ensure the proper functioning and survival of an individual in his society. Education enhances an individual's ability to improve his society. Therefore, education performs a most significant complex social development. In recognizing the role of education to the individual and society at large, Akpakwu (2012) notes that education involves the deliberate efforts on the part of the educator in developing the personality of the child and to prepare him for membership of his society. Elujekwute (2021) describes education as being powerful and is a process of acquiring knowledge, skills and ideas that sharp and condition mans attitude, actions and achievement, it is a process of developing the child's contributions in social reforms, it is the process of mastering the laws of nature and for utilizing them effectively and efficiently for the welfare of the individual and for social reconstruction; It is the art of utilizing knowledge for a complete living. Education function as an opportunity to provide to students or individuals to enable them reaches full potentials in the areas of educational development. According to Edna (2019) guidance and counseling is an integral part of education centered directly to function and prepare individuals to assume increasing responsibilities for their own decisions, responsible ability to develop their own ability to make intelligent choices. Guidance and counseling draws upon the past of an individual and brings it to bear on the present of the same individual in order to fashion a future that ensures self-realization and self- actualization of such individual.

Guidance and counselling is a specialized helping profession which constitutes an important aspect of educational services. Thus, the National Policy on Education (FRN, 2014) recognizes the relevance of guidance and counseling as one of the educational service to be put in place to facilitate the education of young children and youths. Anagbogu (2005) sees guidance and counseling as aiding to discover one talent, overcome emotional pains and helping to provide information for wise decision-making. Nwaham, Chukwuma and Ajadeonu (2007) points out that adequate counseling is needed in our society today more than ever before to motivate desired behavior and to modify undesired ones. Eremie (2014) states that counselors can assist other school personnel such as the teachers and non-academic staff in their personal problems, therefore, provision of guidance and counseling services in school can help to reform deviants and truants among teachers. The counselors can also organize seminars, conferences and workshops for teachers, guiding them against misconducts like involvements in examination malpractices. However, development is term used to refer to event or incident that causes a situation to change or progress. It is a process of change and becoming better.

Sustainable development ordinary means economic development maintained within acceptable levels of global resource depletion and environmental pollution. Guidance and counseling education for sustainable national development therefore, complement as well as incorporates quite a number of other fields ranging from environment education, conservation education to multicultural and global change education among others. In this wise the Guidance and counseling makes considerable contribution to sustainable national development by the educational objectives emphasized when selecting the content and learning experiences for students to study. This especially through in choosing contents that influences the areas of knowledge to be learnt and the skills and attitudes to be developed. Sustainable development connotes the ability to keep the progress made in the social,

economic and ecological segments of the society without making the future generation worse off. Therefore, development is sustainable if it meets the needs of the present without compromising the ability of the future generations to meet their needs. According to Soubbotain (2014) development to be sustainable, it should balance the interest of different groups of people, within the same generation and do so simultaneously in the economic, social and the environment dimensions of life.

Concepts of Guidance and Counseling

The term guidance and counseling is the development process that continues throughout adolescence and the whole life, during which individual explore and then implement educational personal, social and vocational plans. However, guidance and counseling assist individual to reconcile hopes and aspirations with reality in all aspects the life of an individual. Guidance and counseling is a service that all human beings need at one point of their life. There is no human being in the world that has never got a problem at one point or another. Once a problem arises, one seeks solutions, suggestions or even other people's opinion about the problem. In one way or another, one seeks for guidance and counseling services. Salawa and Abdulkadir (2011) sees guidance and counseling as a process, development in nature for which an individual is assisted to understand, accept and use his/her abilities, attitudes and interest and attitudinal patterns in relation to his/her aspirations. According to Busari (2012) and Adejare, Ayelabowo and Dalhatu (2019) guidance and counseling was entrusted to the immediate and extended family where individuals confined in and depended upon their relatives for advice when faced with problems. As such in the African traditional society, people in the society such as fortune-tellers, wizards, astrologers, palmists and future-tellers were thought to be getting information from the gods and could therefore guide and counsel others according to what the gods have counseled. Guidance and counseling service are services that have been in existence as long as human beings have lived, either formally or informally, guidance and counseling has been engraved in African traditional society since time immemorial. Egbochukwu (2008) defines guidance to mean to direct, pilot or guide. Guidance is a more directed or prescriptive form of help. Idowu (2008) sees guidance and counseling as a family name for all the helping services within the general educational and community system. To make the meaning to be more explicit, Chinwe (2017) remarks that some specialist asserts that guidance and counseling is a board term used to cover a number of specialist services available in schools. Conceptually, guidance and counseling can be summarily defined as cognitive educational service (within or outside the system) that assist people understand themselves and their place in society, provided the client reveals accurate, reliable and valid information about himself/herself and his environment. Durosaro and Adeoye (2010) defines guidance and counseling as a process whereby a person is helped in a face to face relationship while Agrawal (2006) explains that counseling as an enlightened process whereby people help others by encouraging their growth. Counseling on other hand is a process of assisting individuals or groups of people to gain self-understanding in order to be themselves. Counseling is a reflection of a professional relationship between a trained counselor and a client. Counseling is a process designed to help clients understand and clarify personal views of their life space and to learn to reach their self-determined goals through meaningful, well-informed choice and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization. Therefore, guidance and counseling encompassing the full range of personalized assistance given to the individual seeking to expand his understanding of himself and his understanding of others. The relevance of guidance and counseling programme development cannot be over emphasized; it is a systematic process that require following series of steps. A developmental and

comprehensive school guidance and counseling programme not only benefits the students, but also the parents, teachers, administrators and the business community's

Concept of Sustainable Development Goals (SDGs)

The sustainable development goals is the term most use internationally and by the United Nations (UN). Sustainable development means vision expression, value change and moral development. The World Commission on Environment and Development (WCED) defines sustainable development as development which meets the need of the present without compromising the ability of future generations to meet their own needs. The fundamental principles underlying sustainability can be separated into economic, social and ecological dimensions. The economic growth of any nation is usually seen as a requirement for development. Therefore, no country can achieve a sustainable economic growth, if the environment is not conducive, if there is inadequate human resources and if prosperity is not fairly distributed. However, the world leaders were present at the 70th session of the United National General Assembly in September, 2015, took historic step adopted the 2030 Agenda for Sustainable Development Goals (SDGs). The 2030 Agenda for Sustainable Development Goals envisions a present and a future that is economically sustainable, socially inclusive and environmentally resilient. This is expressed in the framing of the 17 SGDs, 169 targets and 230 key performance indicators. The sustainable Development Goals are universal call to action to end poverty, safeguard the planet and ensure that all people enjoy peace and prosperity by the year 2030. Following the adoption of 2030 Agenda, Nigeria Government began to implement the SDGS almost immediately. First, it established institutional framework at the national and sub- national levels to support effective implementation, then with this early head start, several strategic initiatives were implemented between 2016 and now while others are still ongoing.

These strategic initiatives include:

(a) The development of a Country Transition Strategy from Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs) in 2016;
(b) SDG data mapping and the publication of Nigeria SDGs indicators, Baseline Report, in 2017;
(c) Integration of the economic, social and environmental dimensions of the SDGs into Nigeria's Economic Recovery and Growth Plan (ERGP), 2017 – 2020);
(d) Domestication and customization of Nigeria's Integrated Sustainable Development Goals (SDGs) Policy Simulation Model in 2019;
(e) Ongoing realignment of the National Statistical System (NSS) with the requirements and indicators of the SDGs to be completed by August 2020;
(f) Commencement of the design and implementation of the Integrated National Financing Frameworks (INFFs) for the SDGs;
(g) Commencement of the process for Independent evaluation of priority SDGs – SDGs 1; 3 and 4 in January 2019; and
(h) Conduct of its second Voluntary National Review (VNR) on the implementation of the SDGs in Nigeria.

Nigeria has domesticated the SDGs and linked them to its national development plan, the Economic Recovery and Growth Plan (ERGP) 2017 – 2020. This Report speaks to the critical areas of progress outlined in the ERGP since 2017, particularly those areas related to the eight SDGs that were selected as the focus of the 2020 VNR Report. This Report must not be viewed as a comprehensive review of the ERGE Instead. It is a reflection on the level of SDG domestication through Nigeria's medium-term National Development Plan. The structure of the Report reflects the priorities in the ERGR Part 1 (particularly in sections 1 and 2) put the

review in a proper context. Part 2 focuses on the implementation of the SDGs. Section 3 under it focuses on progress made on the economy since 2017, capturing areas pertinent to the macro economy (SDGs 1, 8 and 17). Section 4 reviews the progress recorded by the Nigeria people, particularly in the health (SDG-3) (section 4.2) and education sectors (SDG-5) (section 4.3). The review then moves into areas of social inclusion by focusing on gender (SDG-5) (section 4.3). Section 5 covers governance issues, looking at the state's capacity to address malevolent forces in the society that fall within SDG-16, such as corruption and illicit trade forces that can undermine efforts to strengthen the macroeconomic pillars of the Nigerian economy. Section 6, which comes under Part 3, covers the delivery challenges by focusing on SDGs -17.

The Role of Guidance and Counseling for Sustainable Development Goals (SDGs) in Nigeria

Guidance and counseling is instrumental in preserving the values of education and ensuring that educational programmes content of each subject or course is actualized through the facilitative role of the manager of counseling programmes (the counselors). According to Ogunyemi (2008) and Mallum (2014) outlines the objectives of Guidance and counseling to include the followings;

1). To assist all students in making appropriate and satisfying educational vocational, personal and social choices.
2). To develop in students an awareness of opportunities in the personal social, educational and vocational areas by providing them with appropriate, useful and usable information.
3). To help students acquire the skills of collecting and using appropriate information
4). To develop among them career awareness through understanding of career opportunities, life styles that are reflected in different types of work and job openings.
5). To help students remove barriers that may inhibit learning
6). To help them participate meaningfully in the opportunities provided by the school in curricular and co-curricular activities.
7). To help students develop positive attitudes to self, others to appropriate national issues to work and to learn.
8). To assist all students in acquiring as early as possible positive image of self through self- understanding, self-direction and skills in problem-solving and decision-making.

In doing this, the counselor is saddled with a huge responsibility which stated above to be a function that be provided by parents, peers or teacher. These objectives are not only to students but also other well meaning individuals that need counseling and they are to implement through counseling in order to achieve the central objective of education. These services are meant to help individuals 'understand self and apply educational principles to life situations and adapt favourably to their environment. The counselors plays a fundamental functions in interpreting the content of the school curriculum through individual and group counseling that involves the use of psychological techniques and theories intended to aid clients in identifying problems, explore possible solutions and carry out assignments that are targeted towards resolving challenges. These activities of the counselors are indicative of the ways in which counseling helps in reforming and preserving the educational norms through the modification of individual behaviour. The behaviour of individuals could be changed and made to conform to educational goals and standards through individual and group counseling.

Guidance and Counseling and Achievement of Sustainable Development Goals (SDGs) in Nigeria

The sustainable development can be seen as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development could also mean a global responsibility and solidarity between generations, between cultures and countries. It is about safe-guarding and efficient use of existing natural resources, investments in management of human, social and psychological resources are also vital parts of sustainable development. Elujekwute (2019) maintains that sustainable development is interconnected with national development; this is because the concept of sustainable development goals touches all aspects of societal development, economic, political, social, cultural, educational and technological. When examining guidance counseling and sustainable development goals, it should be clearly stated that guidance counseling is holistic in approach to contribute to sustainable development goals in Nigeria, in this situation, Guidance and Counseling is seen as an effective instrument that can bring about sustainable development by helping to produce responsible individuals and group of individuals who will maximally contribute to the building of a useful society. When the group of individuals' capacities and commitments are well developed through the Guidance and counseling curriculum, every citizen will become conscious of his or her responsibility to the growth and development of the country. The question is what is the requirement for achieving sustainable development goals? To achieve this, there is need for a responsible guidance and counseling curriculum that is flexible and dynamic enough to drive the society on the path of growth and development such as progressive curriculum must be interdisciplinary in nature. Guidance and counseling as interdisciplinary are of study is clearly documented in National policy on Education and therefore accorded the status of a core subject. Oyetade and Oladiran (2014) observe that the concept of sustainable development has been an age long discourse in all education issues. Education is a human development process, schools are one of the societal institutions that have an active role in assisting children and young adult learn to live and work in their country. Therefore, counselors should endeavour to make their classrooms places where students feel that their ideas will be given a respectful hearing and where they know that learning will rest on them. The move towards re-engineering teaching and learning guidance and counseling in our educational institution has become a must, especially in the face of awakening national consciousness and promoting sustainable development goals in Nigeria. In the past, it became painful evident that lack of guidance and counseling and patriotic orientation had led to disorientation in educational institution and the larger society, The effects were being felt at all strata of our society such as right career choices among students, individual and group of individuals. Recent happening have indicated that Nigeria is on the brink of losing its national development, The widespread of corruption, violence, indiscipline, kidnapping, Boko Haram, banditry, disrespect for both elders and rule of law and non committed to duty among others are some of the manifestation of wrong choice of career among individual or group of individuals in the society. All of these call for urgent value re-orientation because of their far reaching impact on sustainable development goals in Nigeria. Guidance and counseling is among to direct students or individuals to make right choice of career to work towards the achievement of their country's national development goals and in shaping of people's value. Effective implementation of guidance and counseling provides a philosophical and structural frame work on which to base the teaching skills and strategies that reinforce reasoned decision-making skills, evaluation of information and practical application of responsibilities in Nigeria.

Guidance and Counseling challenges hindering the Achievement for Sustainable Development Goals (SDGs) in Nigeria

Insufficient Funding: Lack of fund in most cases, tend to thwart the efforts of the counselors in achieving counseling goals and in performing administrative roles and functions. This is the ordeal of counselors in most cases as there is no financial budget made specifically for counseling programmes. Odigie (2005) opines that there ought to be enough financial support for counseling units for the purpose of adequate provision of utilities such as audio visual, stationery and fund for attendance of conference, seminars and workshops among others. The education enterprise has become a costly venture, guidance and counseling is not well funded. One of the biggest challenges of guidance and counseling management is poor funding. The extent to which adequate guidance and counseling service are achieved depends largely on the economic provision supporting the programme, shortage of money or inadequate funds often lead to large classes for guidance counselors, non functional libraries, insufficient instructional resources, dilapidated buildings and poorly trained guidance and counselors in schools. Tambawal (2011) and Egbochukwu (2008) reports that because most sub-Saharan African countries depends on foreign financial aid, it is not surprising that African economies will be unable to provide universal access to education because their national budgets lack the capacity to do so. It is even argued surreptitiously that funds meant for educational institutions were grossly misused because there was lack of commitment and good financial administration on the part of official in sufficient funds to maintain schools and pay teachers' salaries among other factors that militate against the smooth administration of educational institutions. However, today the education enterprise has become a costly business that enough funds are not allocated to educational institutions to run its various services. Where fund is available, very meager is earmarked for guidance counseling services. It seems the various levels of government; Federal, State and Local Government do not want to stretch their budgets with extra demands from an emerging unit such as guidance and counseling (Idowu, 2008). Effective and efficient guidance and counseling demands adequate funding to procure instructional aides such as play-gadgets, psychological tests, journals and various publications among others as well as fund to organize activities such as career clubs, career day/week, excursions and furnishing a counselors' office.

Role of Counselors: Today many people in the society do not know the various roles of the counselors. Even in the educational institutions setting, where awareness is expected to be high, school administrators do not understand, or people misconstrue the functions of the counselors often a time the school managers see them as rivals instead as helpers to the administration of their educational institutions. The psychological problems are the attitude of the school administrators who sees the counselors as someone who pries into sensitive areas of the school: as such they give little or no cooperation to the counselor. Another problem under psychological is the mentality of students who have a wrong notion of thinking that students who consult the guidance counselors are not normal.

Lack of trained Counselors: The issue of personnel is that there are no many trained counselors as in comparison of the number of students and sometimes these few counselors are not committed, they move further away from the classroom to ministries and wherever the pasture is greener. APGA recommended that there should be a ratio of 1 to 250 students to a counselor. According to Tucker, Hamayan and Genesse (2006) the ratio as at 1980 was 1: 800. This is because the limited number of trained counselors is moving out of the school setting into various ministries and parastatals. A school with a population of about 1,000 students is expected to have five to six counselors but now such a school either has none or at best only one. Therefore, this poor counselor-students ratio does encourage the growth of guidance and counseling in such educational institution.

Lack of Counseling Office/Accommodation: This kind of situation has consistently presented enormous challenges to the guidance and counselors in the Educational institution. Nigeria factors such as students population explosion and insufficient number of classrooms, inadequate space or office accommodation is a common phenomenon in schools especially in the urban centers where guidance and counselors may be found. As a result, there is hardly any spare room that can be allocated for counseling as counselors' office. Guidance may be allocated any available space but counseling needs privacy if it is to be effective and efficient (Yusuf, Muraina and Jainin, 2019). In some schools one may see a counselor interacting with a student in one corner of the staff room and under a tree or a place seemingly away from people among others. Lack of these vital facilities is a source of frustration and annoyance as well as meaningless to teaching results.

Privileged Information: The issue of privileged information is pertinent in guidance and counseling. Students expect their secrets to be kept secret or confidential and not exposed to any other person. Sometimes teachers, parents, peer group and principals expect counselors to divulge such information to be released to them. Failure of the counselor to reveal the secret may give rise to the degree of suspicion of his/her activities.

Poor Commitment: Adequate commitment by the counselors will assist the growth of the profession; for example, there should be adequate planning that would guide both short and long term goals as well as strategies of evaluating the progress being made by the counselors. The Federal Government on the National Policy on Education (FRN, 2014) entrenched the Guidance and counseling programme, there is still much to do when it comes to practical support and its implementation in schools.

Lack of Educational Facilities: Counseling facilities when available in school make counseling functional and the relationship a worthwhile experience. The insufficient provision of these facilities is a prominent index that has militated against counseling in all capacities. In realization of the importance of guidance and counseling, the Federal Government through its National Policy on Education (FRN, 2014) views guidance and counseling as instrument for sustaining education and effecting national development. The implication of this is that education can be reformed and sustainable when the necessary guidance and counseling facilities are sufficiently available in schools. Isiugo-Abanihe and Odenyi (2011) outlines counseling facilities to include psychological tests motivational for occupation preference scale (MOPS) and students problem inventory (SPI) career album, information boards, counseling office, counseling records, suggestion boxes, tap recorders, computers and stationeries among others.

Resistance by Principals and Teachers: Counselors face resistance which might be stiff and persistent from principals and colleagues. It has been observed by many guidance and counselors that people often experience resistance from educational administrators, influential and significant staff of their educational institutions. These officers often act in ways, which prevent the spread of counseling some of the educational managers might be apprehensive that the new comer counselor do not erode their prestige or popularity and power among students, parents and member of the public (Olayinka, 2012). The resistance of the educational administrators may be reflected in their lukewarmness, poor or reluctant attitude in supporting the guidance and counseling programme or refused to formally introduce the counselor to other members of teaching staff in the school.

Strategies for Strengthening Guidance and Counseling for Sustainable Development Goals (SDGs) in Nigeria

Improving Teachers Morale: The teachers' morale is likely to fall in the absence of adequate material motivation. According Elujekwute (2019) many guidance and counselors lack motivation and satisfaction. They are poorly paid, disunited by the poor condition of the environment of their work place as well as by their deplorable condition of service. These have necessitated some of the counselors to devote more of their time and energy to trade union matters and also contend with their employers for better conditions of service rather than attending to their students. This revealed the poor and appalling motivational factors in the educational institutions environment. So, there is no gainsaying that poor service conditions, large classes, workload and inadequate teaching facilities strongly lead counselors' dissatisfaction and stress, making them less efficient and lack commitment to work. Therefore, the educational administrators should endeavor to improve teachers' morale by providing enabling environment for guidance and counselors in their respective educational institutions in Nigeria.

Leadership Style: The leadership style in an educational institution is one of the factors that seem to play a significant role in enhancing or retarding the interest and commitment of counselors and students in the school. It is the patterns of behaviors' which a leader or the educational administrators adopts to influence the behaviors of his/her sub-ordinates (Nwadiani, 2008). When educational managers of educational institution adopt leadership style that is not favorable to the counselors and students, they are demoralized towards putting in their best in performing their job in school. Therefore the educational administrators should be oriented on the need to adopt appropriate leadership style that do not demoralize the counselors and students but boost their morale towards working hard for their educational institutions to achieve its set goals and objectives.

Provision of Adequate Funding: There should be adequate funding and support of Guidance and Counseling service in the educational institutions by the Federal, State and Local Government and other financial institutions. The funding must be sufficient for the provision of equipment, infrastructural and facilities for guidance and counseling services in schools. Educational managers should effectively and efficiently support guidance and counseling activities their respective educational institutions and also ensure that adequate time is being allocated for counselors and students in schools.

In-Service Training: In-Service training for guidance and counselors for continuous updating of teachers knowledge, skills and interest in their chosen field or profession. It is part of staff development programme which is organised for counselors. Adesina (2014) refers to it as human resources development programme which are ways to improve the qualitative and quantitative contribution of human resources to the overall goals of the systems. It is training and re-training capacity building for counselors that will help to acquire skills and competence for increased efficiency. The educational administrators should ensure that there should be constant and continuous staff (counselors) training, re-training and development programmes such as in-service training in order to build the capacity of counselors. Furthermore, counselors should be exposed to new technological facilities (for instance ICT applications) in order to aid effective utilization of guidance and counseling in service in the school so as to strengthen communication with students

Self-reliant: Counselors should inspire youths to be self-reliant and not to be redundantly waited for white-collar jobs which are not readily available. This should be done through cognitive restructuring using cognitive behavioural therapy to imbue the youths with relevant

skills and capacity to develop behaviours which will help them deal more effectively and cope better with the enormous challenges that may confront them. Counselors should voluntarily launch awareness campaigns to sensitize students, youths, teachers, educational administrators, parents and the entire populace about the role and responsibilities, aims and needs of guidance and counseling.

Psychological Problem: The problems that beset the establishment of guidance and counseling services in Nigeria are psychological, the attitude of the school administrators who sees the counselors as someone who pries into sensitive areas of the school, as such they give little or no co-operation to the counselors. The mentality of students who have wrong notion of thinking that students who consult the guidance and counselors are not normal should be discouraged in our educational institutions.

Quality of Guidance and Counseling Personnel: There are many trained counselors as in comparison of the number of students and sometimes these few counselors are not committed, they move further away from the classrooms to ministries and where the pasture is greener. Egbochukwu (2008) highlights situation of guidance and counseling in Nigeria institutions that when compared to other professions in existence, it could be said that guidance and counseling is still in its rudimentary stage in Nigeria. Some of these problems are high ratio of students to counselors, poor physical facilities, misconceptions of the profession, African tradition, counselors in classroom, insufficient funding among others.

Provision of Access to Guidance Counseling Services: Government should make guidance and counseling readily available at educational institutions so that students should have access to such services. Government should come to the aid of guidance and counseling in Nigeria by making the services available, effective and sustainable across all the educational institutions in Nigeria.

Conclusion

The national policy on education at its inception evolved lofty plans of integrating the cognitive, affective and psychomotor domains in appraisal of students, but today, emphasis is more or less on the cognitive domain due to lack of adequate manpower and fund to run specialized services. Cursory observation reveals the current non-existence and ineffectiveness of the guidance and counseling services in Nigeria education system. These could have negative consequences for achieving sustainable development goals (SDGs) in Nigeria. In considering the fact that guidance and counseling services enhances educational career and individual or personal-social development, guidance and counseling should be made an integral component of the educational mission at all levels of education system in Nigeria. By so doing would enhance sustainability and promote development goals in Nigeria.

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