



Assessment of Implementation of Guidance and Counselling Programmers in Post-Primary Schools in Anambra State

John Chinedu Nnamemeka

Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Nigeria

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Abstract

The study assessed the implementation of guidance and counselling programmers in public post-primary schools in Anambra state. Four research questions and four null hypotheses guided the study. Evaluative research design was used. The entire population of 124 Professional Counsellors in schools in Anambra was studied due to its small and manageable size. A validated self-questionnaire was used for data collection. Internal consistency reliability coefficient of 0.74 was established using Cronbach Alpha. Data was collected through direct delivery method and analyzed using mean, standard deviation and t-test. The results of the study revealed that guidance counsellors in public post-primary schools implement orientation, career convention, teachers' forum and leadership training programmers to a great extent. Based on the findings, it was recommended among others that government should formulate and implement policy measures or programmers that could help in seeing that guidance counsellors are always updated, in relations to the fast growing society.

Keywords: *Assessment; Guidance Counsellors; Implementation; Public Post-Primary Schools; Counselling Programmers*

Introduction

Today's society is plunged by many problems. These problems could range from urbanization, industrialization, moral decadence, alienation, dichotomy, political instability, greed, tribalism, stealing, armed robbery, kidnapping, promiscuity, breakdown of law and order, rejection of culture, refusal to go to school by adolescents and high crime wave. All these could cripple down any developing country. However, seeing the serious damage and bad reputation this could bring to a country, the National Policy on Education (FRN, 2013) recommended among other educational services, the services of career officers and counsellors:

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

In the same vein, the Federal Military Government in its five year National Development Plan (NDP, 1975- 1980) highlighted the need and implementation for career guidance and counselling programmer to checkmate these rising menace, hence it stated that:

The absence of career counselling in our education and training system in the past must be held responsible for the vocational frustration observed among many of the nation's young men and women. To remedy the situation career counselling will be institutionalized in all the nation's education and training systems (NDP, 1975-1980).

In addition to career counselling programmer in guidance and counselling, other programmers like orientation program, leadership forum, teachers' forum, were also introduced into the education and training system. These guidance and counselling programmers were implemented into school system because some educationists like Ikem (2007), Achebe (2005) suggested that counsellors would have increasing impact on the lives of students, both while they are in school and when they left school. They felt that the future working life of students would differ radically from the present and the past. They concluded that automation and technological changes and breakthroughs would cause people to, change their job more often, relocate more often, update and trade in education for models to remain employable and they would diversify their practical skills to remain competitive.

Furthermore, in contributing to the need for guidance and counselling programmers in secondary schools, Nwaoba (2012); Ifelunni (2008) and Omeje (2009) had, as their major recommendation on the need for implementation of Guidance and Counselling programmers. They found among other things that the greatest guidance and related problems encountered by secondary school students were in the area of career choice, interpersonal relationship, making appropriate and satisfying vocational choices, self-understanding, positive self-image, assisting teachers and school personnel in understanding positive self-image, assisting teachers and school personnel in understanding the needs and problems of each person to mobilize all the available resources of the school or home for the satisfaction of the vocational educational and socio-personal needs of students, help students to achieve independence with a minimum of conflict with institutional value.

Still on the need of making guidance and counselling programmers in Nigerian schools mandatory, Fafunwa (1990) a onetime Minister of Education, stated that:

Mandatory student Guidance and Counselling Programmers be established in all Nigerian Institutions of higher learning and through such services, the true conditions of the Nigerian economy and its ever changing labour market situation and requirement would be exposed to students' choice of field and skill of study and inculcating in them the acceptance of the dignity and more superior option of leaving institution of higher learning well prepared both as possible paid employees of others and creators of jobs for self and others, in both formal and informal sectors of economy skilled work force (Fafunwa, 1990).

Despite all these, and the fact that Nigeria has a lot of human and material resources, one would have thought that the country would have gone out of underdevelopment and other related problems. After all, other countries, in very similar condition to Nigeria, have done it (namely; China, Libya among others). Perhaps guidance with education could have helped in the development of skills, attitudes and potentials of Nigerian youths; so as to realize their fullest possible capabilities for national development.

Trying to ascertain the possible causes of the high rate of crime and violence among students and graduates, studies by Nwachukwu (2007) revealed that ineffective Guidance and Counselling programmers in the present day schools' system precipitated unprecedented rise in the crime wave,

violence among students, fuels cultism, wrong career choices, and wrong subject combinations. This called for the need for proper understanding and implementation of guidance and counselling programmers in, most especially, post-primary schools in Anambra State.

Another area to be viewed, in regard to the assessment of the implementation of guidance and counselling programmers in post-primary schools in Anambra state, is the locality or place where the schools are located, and from where the guidance counsellors operate from. In this regard, rural and urban bases of guidance counsellors come in. Neal-McFall and Owens (2016) found that there were fewer counsellors in rural schools than urban schools and higher caseloads of students for rural counsellors than urban counsellors. In addition, counsellors in rural schools spent less time on career guidance and more time on administrative tasks, such as administrative meetings, bus duty and classroom coverage. However, analyses of these guidance and counselling programmers would be made based on this assertion.

Guidance and counselling programmers are expected to supplement school instructional and administrative input into students, develop proper attitude to themselves, values, interests, moral beliefs and disciplines; also helps to promote in students, good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education and ability to make realistic decision and promote human effectiveness. It is also expected to help in school administration, in creating a close and long lasting relationship between heads of schools, teachers, parents, and students.

In view of the above assertions, Akpan (2010) defined guidance and counselling as an educational service that seeks to provide the school child opportunity to obtain holistic educational development that prepares him/her for functional life. Furthermore, Nwachukwu (2007:19), summarized the definition of guidance and counselling as

a systematic and organized educational helping service, professionally given by a professionally trained counsellor or therapists to a learner of any age, within or outside the school walls at appropriate level. The essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilizes his assets as well as minimize his weaknesses, to live a maximum productive life.

As a result of these definitions by these scholars, guidance and counselling therefore is a human oriented programmer which is based on helping the individual to define and redefine his goals and aspirations in life pursuits for greater productivity. However, looking at the present state of the society, where many youths and some who are graduates, are virtually non-functional in the society, one begins to wonder if there is actually the implementation of guidance counselling, as a programmer in the school curriculum of both the rural and urban post-primary schools, in particular. In the bid for a critical assessment of guidance counselling in post-primary schools, the researcher has decided to discuss on the following programmers, career convention, orientation programmer, Teachers' forum, and Leadership training. All these programmers will be assessed by the researcher in both rural and urban educational post-primary school settings, to ascertain how serious counsellors in rural and urban post-primary schools are taking them.

Statement of the Problem

In some secondary schools in Anambra State, there were reported cases of students not behaving the way they should, both when they are in school and when they had graduated. This could be as the result of lack of the proper implementation of guidance counselling programmers in the school system,

through which it is supposed to help in forming and guiding the students in making the right choice and fitting well into the society that has fast growing changes. Students, who are seen to lack some of the benefits of undergoing guidance counselling programmers in schools, frequently oppose the school rules and regulations. And as graduates, they find it very difficult to fit in into the society, thereby becoming a nuisance to the society, at large.

On the one hand, the teachers who are supposed to be assisting in guiding these students are seen not to be helping issues. They probably do not understand either the need for guidance counselling programmers or the work of a school guidance counsellor. This may be as the result of the lack of their coming together, as teachers; to discuss this and other related issues amongst themselves. Since, similar cases are not far- fetched in the Nigeria schools, this prompted the researcher to wonder if guidance and counselling programmers such as orientation, career convention, teacher's forum, and leadership training programmers are, actually, implemented in post primary schools in Anambra State. And to know the level of implementation of these programmers by guidance counsellors found in both rural and urban post primary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to assess the level of implementation of Guidance and Counselling programmers in secondary schools in Anambra State.

Specifically, the study sort to:

1. Assess the level of implementation of orientation programmers by rural and urban guidance counsellors in public secondary schools in Anambra State.
2. Evaluate the level of implementation of career convention by rural and urban guidance counsellors in public secondary schools in Anambra State.
3. Assess the level of implementation of teachers' forum programmers by rural and urban guidance counsellors in Anambra State public secondary schools.
4. Evaluate the level of implementation of leadership training programmers by rural and urban guidance counsellors in public secondary schools in Anambra State.

Significance of the Study

The significance of the study is derived from the theoretical and practical basis of assessment and implementation of Guidance and Counselling programmer in secondary schools. However, practically, the findings of the study are expected to be of great benefit to students, teachers, parents, school administrators, counsellors and future researchers. It would help students to be aware of their basic personal prerequisites, abilities, assets, liabilities and potentials. It is expected to also help to provide them information on vocation. It is expected to help the students acquire positive image of self, through self-understanding. It is expected to help the students in making appropriate and satisfying personal vocational and education choice. It would equally help students to inculcate good study habits. This could be achieved through the organization of awareness programmers by guidance counsellors of various schools.

Research Questions

The following research questions guided the study:

1. To what extent do rural and urban Guidance Counsellors implement orientation programmers in public post-primary schools in Anambra State?
2. To what extent do rural and urban Guidance Counsellors carryout career convention in public post-primary schools in Anambra State?
3. To what extent do rural and urban Guidance Counsellors implement teachers' forum programmers in public post-primary schools in Anambra State?
4. To what extent do rural and urban Guidance Counsellor carryout leadership training programmers in public post-primary schools in Anambra State?

Method

This study used evaluative design to assess the level of implementation of guidance and counselling programmers in post-primary schools in Anambra state. The design according to Obikeze (2017) seeks to ascertain the extent to which a mapped out programmer in a given setting has been implemented to be able to pass value judgment.

This study was conducted in Anambra State. The state is one of the thirty-six States of the Federation and is located in the South-East zone of Nigeria. The population of the study consisted of 124 professional guidance counsellors in public secondary schools in Anambra State. The sample for the study comprised the entire 124 Guidance Counsellors in public secondary schools in Anambra State. There was no sampling as the entire population was studied due to its small and manageable size.

Instrument for Data Collection

A questionnaire titled Guidance and Counselling Programmers was used in collecting data from the respondents (counsellors). The questionnaire which was structured self-reporting questionnaire consisted of five sections, Sections A, B, C, D and E. Section A, was on demographic data of the respondents. Section B dealt on the Orientation programmers in school; Section C on Career Convention, and Section D on Teachers' Forum, and Section E dealt on Leadership Training. There were twenty-three questionnaire items made up of 4 clusters. The research instrument was duly validated. The data from the respondents were analyzed and tested for internal consistency using Cronbach Alpha. The results yielded coefficient values of 0.73, 0.86, 0.66, and 0.69 for orientation programmer, career convention, teachers' forum, and leadership training respectively.

Method of Data Analysis

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

Results

This section presented the data by giving demographic information of the sample under study. The frequencies and percentages were shown in the table, below;

Table 1: Demographic Information of the Respondents

Categories	Levels	Frequency	Percentage
Location	Urban	56	45
	Rural	68	55

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

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

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

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

The data in **Table 2** revealed that the mean scores of respondents in carrying out orientation programmer are items 1 and 3 with 2.49 and 2.34 meaning Low extent, items 2, 4, 5, 6, and 7 with 2.55,

2.75, 3.29, 2.64 and 3.35 are High extent. This implied that guidance counsellors implement some of the orientation programmers to a low extent while some to a high extent.

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

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

S/no	Item Description	N	Minimum	Mean	Maximum	Standard	
Decision			Statistics	X	Statistics	Deviation	
8.	Inviting expert/professionals to talk to the students about their career.	124	3.00	4.00	2.34	0.489	LE
9.	Giving students information on the institutions that offer different career.	124	3.00	4.00	3.00	0.691	HE
10.	Giving students opportunity to ask questions about different careers/ subjects offered in the school.	124	3.00	4.00	2.00	0.480	LE
11.	Counsellors provide Entertainment to all the Participants during Career convention.	124	3.00	4.00	2.40	0.873	LE
12.	Students are educated On the problems and Prospects of each career	124	3.00	4.00	2.63	0.708	HE

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

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

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

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

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

Research Question 4: To what extent do rural and urban guidance counsellors carry out leadership training programmer in public post-primary schools in Anambra State?

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

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

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

Discussions

Result from table two which focused on the extent guidance counsellors carry out orientation programmer in secondary schools in Anambra State, revealed that guidance counsellors implement some of the orientation programmers to a low extent while some to a high extent. They take students round the school compound; but do not create complete awareness about school rules and regulations. While on the other hand, the apply everything area of the programmer, like creating awareness about school rules and regulations; introduce fresh students and those on transfer to school management team. This is in agreement with the opinion of Ogbiji, Eyo, and Oko (2011), who posit that though the implementation of orientation programmers is high in secondary schools, but there are still significant differences in the regularities and content of their orientation programmers between public and private secondary schools in the state.

Results from table three focused on the level of implementation of career convention programmer by guidance counsellors in secondary schools in Anambra State. From the table, it showed the mean scores and standard deviation of level of implementation of career convention by guidance counsellors in secondary schools, varies. In essence, it implied that some guidance counsellors implement career convention programmer to a high extent; of which it corroborates the results of Awoyemi & Odeniyi (2014), who posits that career convention programmer by guidance counsellors is being implemented in secondary schools. While on the other hand, some guidance counsellors do implement career convention, to a low extent.

Results from table four focused on the level of implementation of Teachers' Forum programmer by guidance and counsellors in Anambra State. The result showed that guidance counsellors implemented some of the teachers' forum programmers to a high extent, some to a low extent, while some to a very low extent. This low level of implementation of Teachers' Forum programmer, also contributes to the low level of performance by students. This finding is in line with the result of Omoniyi (2013), who asserted that lack of interest and poor attitude to work by teachers, is also attributed to the poor performance of students in external examination.

Results from table five focused on the extent guidance and counsellors carry out Leadership Training programmer in secondary schools in Anambra State. The results from the table revealed the mean scores and standard deviation of counsellors in carrying out leadership training programmer in secondary schools. It shows that guidance counsellors implemented most of the leadership training programmer to a high extent and some to a very high extent. This goes to show the recognition of the importance given to the implementation of leadership training programmers in schools. This finding is in line with the findings made by Kibui (2013) that there is recognition, in both developed and developing countries, of the importance of schools producing effective leaders if they are to provide the best possible education for their students.

Conclusion

Based on the findings of the study, implementation of guidance and counselling programmers in public secondary schools in Anambra state, is an enormous task that requires concerted effort by all. Besides the results of the study showing that guidance and counselling programmers like orientation, career convention, and leadership training programmers being implemented in secondary school in Anambra state, to a great extent.

Implication of Findings

The continuous weaknesses in the implementation of guidance and counselling programmers in post-primary schools in Anambra State were seen to be as the result of the unequal inputs of guidance counsellors from the rural secondary schools. This would also create difficulties for students, who graduated from rural secondary schools, to fit-in into a society, where they will also meet with their counterparts from urban secondary schools; thus, creating an inferiority complex amongst students from rural secondary schools.

Recommendations

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

1. Government should formulate and implement a lasting policy measures that could help in the uniformity of the implementation of teachers' forum programmer in secondary schools. This will go a long way in seeing that every secondary school authorities are serious with the implementation of the programmer; thereby creating uniform relationship between teachers and their school managements.
2. The government should formulate and implement policy measures or programmers that could help in seeing that guidance counsellors in all secondary schools are always updated, in relations to the fast growing society. For this could help in maintaining their output in guidance and counselling programmers in secondary schools.

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