



## **Evaluation of Guidance and Counselling Programmes in Nigerian Educational System**

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### **ABSTRACT**

The Nigerian education system could be overhauled and innovated when implemented guidance and counselling programmes are efficiently assessed. In view of this, this study examined the degree of occurrence(s) of guidance and counselling programmes between year 2009 and 2013 in four public and private secondary schools purposively selected from rural and urban areas in Delta State. Two hundred and one (201) secondary school students were randomly selected from these schools. Guidance and counselling programmes implementation inventory (GPII) was used to elicit data and result of descriptive and Z test statistical analysis indicated that guidance and counselling programmes were slightly implemented in private and public secondary schools in rural and urban areas from 2009 to 2013 with insignificant difference in the degree of implementation. These findings have implications to guidance and counselling practice which is a formidable means of advancing Nigerian education system.

**Keywords:** Nigerian education system, Guidance programmes, Evaluation

### **INTRODUCTION**

Nigeria as Africa's most populous country has attracted the interests of local and international academics and researchers due to its attendant challenges. There seem to have been frequent changes in her education policy due to search of improvement and upgrading of these policies that have in one way or the other affected its curriculum contents, mode of teaching, quality, quantity and remuneration of teachers, students attitude to internal and external examinations, types of schools as well as financial aid from government, non-governmental agencies and international bodies.

Education in a general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research (Wikipedia Encyclopaedia, 2014). The learning process involves teachers output, student's receptive and assimilative patterns, the subject matter being imparted and the application of guidance and counselling programmes that influences students behaviour. Education in Nigeria is provided by public and private institutions in rural and urban areas and it is a shared responsibility of federal, state and local governments. The federal government manages the tertiary institutions, state government – secondary and local government primary education.

Education system as stated in Wikipedia Encyclopaedia (2014) involves institutionalized teaching and learning in relation to a curriculum established according to a predetermined purpose of a school system. Nigeria operates Universal Basic Education system of 9-3-4 basic which replaced 6- 3-3-4 and 6-5-4 systems of education (World Education News and Reviews, 2014). The 9-3-4 system of education is divided into sub-sections which includes; Basic – 9 years of 6 years primary school for children under the age of 6 – 12 and 3 years for junior secondary school; post basic is a 3 years of senior secondary education in either an academic or technical stream; tertiary or university education is 4 years to 7 years.

Nigeria has a population of over 150 million people out of which 30 million are student's (Onyukwu, 2011). Part of the 30 million students is secondary school students in secondary schools which attracts

the attention of this study. Secondary education is a transition from compulsory primary education (Wikipedia Encyclopaedia, 2014). The transition stage is what makes the secondary school a crucial stage in the lives of students and it is from there they proceed to higher school (Osadebe, 2005, p.150). This is why according to him, guidance and counselling programmes should be promoted in schools. The movement from one stage to the next in the system is further enhanced and made easier by the appreciation of the existence of guidance and counselling programmes and its roles (Arijesuyo, 2012) in assisting to achieve the objectives of total quality education as indicated in the 9-3-4 Basic Education System.

Guidance and counselling programmes is an educational service that compliments instructions, administrations and other components (Arijesuyo, 2012, p.39) of the secondary school systems. The programmes are specialised and organized activities rendered to students for the dissemination of meaningful information in the area of personal-social, educational and vocational needs that assist them to make choices. Some of these programmes include orientation, career day or week, guidance clubs, guidance games, walks visits, group or individual counselling, counselling team model, excursion, seminars and workshops for parents, teachers and students (Oladele, 1987, p.100-104) and others.

Among the programmes enumerated, counselling emerge as a major service in guidance programme that brings the counsellor and the client in intimate relationships with a view to establishing confidentiality that aids clients to assess self and available potentials gemmate towards appreciative decision making. Counselling consists of wide range procedures viz: advice giving, encouragement, information giving, tests interpretation and psychoanalysis (Shertzer and Stone, 1974, p.18).

These programmes are aimed at assisting individual students achieved a balance personality; physical, emotionally, intellectually, socially and vocationally based on individual needs (Fakolade, 2008; Oyo State Government 2005 in Isuigo – Abanihe and Odeniyi, 2011, p.40). (Oladele, 1987, p.96-97) further stated the objectives of guidance and counselling programmes in behavioural terms as being able to:

- i. Provide the personal, social and career counselling to promote students emotional health and adjustment in school and intelligent career decisions and plans.
- ii. Identify and nurture of the talented and gifted students.
- iii. Rehabilitate the disabled.
- iv. Conduct annual orientation programmes for new students and periodic orientation for senior students.
- v. Administer standardized and locally adopted psychological tests for diagnosis.

These behavioural objectives are subsumed in the central importance of these professional education services which (Arijesuyo, 2012, p.38) suggested that the success of the whole educational package rest on the successful implementation of guidance and counselling programmes in schools. The relevance of these programmes was widely acclaimed to help students have better plans (Osadebe, 2005, p.158) and hence its inclusion in the National Policy on Education (NPE, 2004) that first emanated in the 6-5-2-3, 6-3-3-4 and finally in 9-3-4, basic systems of education. Isuigo-Abanihe and Odeniyi (2011, p.41) reported Emeke (2004), Odeniyi (2011), Yusuf (2009) and Akinboye (1999) in a series of studies as saying that social vices like cheating in examination, truancy, sexual abuse, telling lies and poor academic performance are the prevalent effects of lack of and poor implementation of guidance and counselling programmes in secondary schools. These aforementioned deviations are capable of reducing the standard and quality that education system ought to provide. To correct these anomalies the study sought to investigate the evaluation of the extent to which guidance and counselling programmes are implemented in secondary schools; as these programmes are meant to facilitate students right choices and decision that could move them from secondary to higher education.

Evaluation is a judgment that determines human behaviour (Osadebe, 2005, p.154) and the extent to which objectives of a programme are being achieved (Gronlund, 1985 in Osadebe, 2005, p.145). In another development, evaluation is adjudged to be a formalized periodic activity set to appraise or assess what has happened in relation to the stated objectives of a given programme. This definition makes it explicit that evaluation is one of the services that determines the effectiveness of guidance programmes which serves as a means of examining what and how students think, feel and react about guidance programmes through the use of various validated and reliable techniques in form of

observation, rating scales, anecdotal records and questionnaire. Its relevance is in its ability to measure the worth and impacts of a guidance programmes to students, teachers, parents, school administrators and other significant personnel in the schools and communities.

### **Theoretical Framework**

The study is hinged on Bandura social cognitive theory that proposes that learning or change in behaviour occurs through incentives and motivational processes; a mediational mechanism. Students need incentives or motivation to attend to their needs, retain the behaviour of a model (Resources persons) and to perform the required behaviour (Uba, 1987, p.202). Guidance and counselling programmes therefore serves as incentives and motivational process that spurs students to learn the required behaviour, change any where necessary and make choices appropriate to their desired goals. In essence, evaluating guidance programmes is to create rooms for future improvement on those programmes. The incentives and motivation the programmes provide acts as stimulus that enables students participate in the programmes and consequently give their true assessment of these programmes where necessary.

This study will not be complete without making reference to evaluation model. The study therefore also anchored on the decision making model of evaluation (discrepancy evaluation model) developed by Malcom Provus to provide information for programme assessment and improvement (Steinmetz, 2002). The theory reveals a procedure where differences between a standard of performance is set and the performance is found to be true and correct. In view of this, this study seeks to find out if guidance programmes are truly implemented and if there are differences in the level of implementation.

### **Statement of Problem**

Guidance and counselling programmes is essential ingredient required for standardization and achievement of the objectives of Nigerian education. It however seems that little or no attention is given to these services in some private and public schools in either urban or rural areas. The neglect of such programmes as career day or week, orientation of new intakes, excursions to historical places and others may have resulted to our students performing poorly, making wrong career decisions and not able to ascend from secondary to higher education. The aforementioned submission is what necessitated this study in attempting to proffer answer to these questions – what is the extent or degree of implementation of guidance and counselling programmes in secondary schools from 2009 – 2013 and if there are differences in the implementation of these programmes in public and private secondary schools in urban and rural areas in Delta State of Nigeria.

### **Purpose of Study**

This study is directed towards investigating the extent to which guidance and counselling programmes are implemented in secondary schools from 2009 – 2013. Specifically, it is meant to;

- i. To determine the extent to which guidance and counselling programmes were implemented from 2009 – 2013.
- ii. To determine if there is difference in the implementation of guidance and counselling programmes in public and private secondary schools.
- iii. To determine if there is difference in the implementation of guidance and counselling programmes in urban and rural secondary schools.

### **Research Questions**

- i. Is there an extent to which guidance and counselling programmes were implemented in the year 2009 – 2013?
- ii. Is there a difference in the implementation of guidance and counselling programmes in public and private schools?
- iii. Is there a difference in the implementation of guidance and counselling programmes in secondary schools in urban and rural areas?

### **Hypotheses**

**H<sub>01</sub>:** There is no significant difference in public and private secondary schools implementation of guidance and counselling programmes.

**H<sub>02</sub>:** There is no significant difference in urban and rural secondary schools implementation of guidance and counselling programmes.

**METHODOLOGY**

The descriptive research design was employed for the study to assess the extent of occurrence(s) or implementation of guidance and counselling programmes in secondary schools in Delta State of Nigeria. Random sampling techniques was used to select 201 students from 4 public and private secondary schools that were sampled using purposive sampling techniques from urban and rural areas in Delta State. The Guidance Programme Implementation Inventory (GPII) which was self-made consist of seven items written in four point Likert type scale. It had two sections (Section A – students’ biographic information and Section B – GPII scale). The scale was scored on this format; strongly agree -4, agree -3, disagree -2 and strongly disagree -1 and it had a Cronbach coefficient alpha = 0.90 obtained through a single test administration. It was found to have an internal consistency that made it highly reliable. This study was conducted over a five-year period i.e 2009-2013 hence a benchmark of 17.5 was used as the basis for determining whether guidance programmes were implemented or not. The mean, standard deviation and Z test statistical tools were used to analyse the generated data for the study. The two null hypotheses were tested at 0.05 significant levels.

**RESULTS**

**Table 1: Mean and Standard Deviation indicating extent of implementation of Guidance Programmes from 2009-2013**

<b>Year</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
2009	201	18.49	2.90
2010	201	18.27	2.84
2011	201	18.54	3.05
2012	201	18.62	2.69
2013	201	18.63	2.70

Table 1 indicated the various means from the year 2009 to 2013. They are all above 17.5, that is the extent of implementation of guidance and counselling programmes in secondary schools was slightly above the accepted minimum average indicating that the programmes were implemented in secondary schools throughout the five years. 2010 recorded the lowest mean 18.27 while 2013 had the highest mean 18.63

**Table 2: Mean and Standard Deviation showing Differences in Implementation Of Guidance Programmes in private and public secondary schools from 2009-2013**

<b>Year</b>	<b>School Type</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
2009	Private	117	18.67	3.20
	Public	84	18.36	2.57
2010	Private	117	18.24	3.04
	Public	84	18.33	2.52
2011	Private	117	18.43	3.33
	Public	84	18.71	2.52
2012	Private	117	18.55	2.80
	Public	84	18.73	2.50
2013	Private	117	18.62	2.74
	Public	84	18.73	2.60

Table 2 shows that the mean for private secondary school is 18.67, (SD= 2.57) in 2009. This and all the other means for both cases from 2010 to 2013 were all above the average. Interestingly, 2013 had the highest mean 18.62, (SD= 2.74) and 18.73, (SD= 2.60) for private and public secondary schools respectively while 2010 recorded the lowest degree of implementation as it had a mean of 18.24, (SD= 3.04) for private and 18.33, (SD=2.52) for public secondary schools. All these goes to show that

there is a slight difference in the implementation pattern of guidance programmes in the various private and public secondary schools

**Table 3: Mean and Standard Deviation indicating differences in Implementation of Guidance Programmes in rural and urban areas**

Year	Location	N	Mean	SD
2009	Rural	86	18.22	2.67
	Urban	115	18.77	3.13
2010	Rural	86	18.23	2.88
	Urban	115	18.31	2.80
2011	Rural	86	18.45	3.64
	Urban	115	18.62	2.47
2012	Rural	86	18.57	2.80
	Urban	115	18.66	2.88
2013	Rural	86	18.40	2.85
	Urban	115	18.87	2.53

Table 3 was used to answer research question three. All the means in both cases as shown in table three from 2009 to 2013 are all above the average. However, secondary schools in urban area with a mean of 18.87, (SD= 2.53) in 2013 had the highest implementation of guidance programmes when compared to that of rural mean of 18.22, (SD= 2.67) from 2009 to 2012 while secondary schools in rural area with a mean of 18.22, (SD= 2.67) in 2009 had the lowest implementation of guidance programmes in comparison to that of urban- mean 18.77, (SD= 3.13) and that of other years. The indication is that there is indeed slight difference in the implementation of guidance programmes in secondary schools in rural and urban areas.

**Table 4: Z Test Analysis showing significant difference in Implementation of Guidance Programmes in private and public secondary schools from 2009 to 2013**

Year	School Type	N	Mean	SD	Df	Zcal	Sig	Decision
2009	Private	117	18.67	3.20	199	.733	.464	Accepted
	Public	84	18.36	2.57				
	<b>Total</b>	201						
2010	Private	117	18.24	3.04	199	-.232	.817	Accepted
	Public	84	18.33	2.52				
	<b>Total</b>	201						
2011	Private	117	18.43	3.33	199	-.665	.507	Accepted
	Public	84	18.71	2.52				
	<b>Total</b>	201						
2012	Private	117	18.55	2.80	199	-.468	.640	Accepted
	Public	84	18.73	2.50				
	<b>Total</b>	201						
2013	Private	117	18.62	2.74	199	-.267	.790	Accepted
	Public	84	18.73	2.60				
	<b>Total</b>	201						

Table 4 presents the analysis for hypotheses one that states that there is no significant difference in the implementation of guidance programmes in public and private secondary schools from 2009 to 2013. However, Z cal. = 0.733(df = 199) is considered significant at 0.464 but not significant at alpha = 0.05

for 2009 and  $Z_{cal} = -0.267$  ( $df = 199$ ) is also significant at 0.790 but not significant at  $\alpha = 0.05$  for 2013. At 2010, 2011 and 2013, the  $Z_{cal}$  were all significant at their various level but not significant at  $\alpha = 0.05$ . Hypothesis one was consequently accepted, implying that there is no significant difference in the implementation of guidance programmes in private and public secondary schools from the year 2009 to 2013.

**Table 5: Z Test Analysis showing Implementation of Guidance Programmes in rural and urban areas from 2009 to 2013**

Year	Location	N	Mean	SD	df	Zcal	Sig	Decision
2009	Rural	86	18.22	2.67	199	-1.318	.189	Accepted
	Urban	115	18.77	3.13				
	<b>Total</b>	201						
2010	Rural	86	18.23	2.88	199	-.199	.842	Accepted
	Urban	115	18.31	2.80				
	<b>Total</b>	201						
2011	Rural	86	18.45	3.64	199	-.381	.704	Accepted
	Urban	115	18.62	2.47				
	<b>Total</b>	201						
2012	Rural	86	18.57	2.80	199	-.239	.811	Accepted
	Urban	115	18.66	2.88				
	<b>Total</b>	201						
2013	Rural	86	18.40	2.85	199	-1.245	.214	Accepted
	Urban	115	18.87	2.53				
	<b>Total</b>	201						

As shown in table 5, hypotheses 2 that states that there is no significant difference in the implementation of guidance programmes in rural and urban areas was readily accepted because the  $Z_{cal} = -1.318$  ( $df = 199$ ) for 2009 is significant at .189;  $Z_{cal} = -.199$  ( $df = 199$ ) for 2010 is significant at .842;  $Z_{cal} = -.381$  ( $df = 199$ ) for 2011 is significant at .704;  $Z_{cal} = -.239$  ( $df = 199$ ) for 2012 is significant at .811 and  $Z_{cal} = -1.245$  ( $df = 199$ ) for 2013 is significant at .214 but were all not significant at  $\alpha = 0.05$ . It implies that the difference in the implementation of guidance programmes in rural and urban areas is not significant.

## DISCUSSION

Table 1, 2 and 3 provided answers to research questions 1, 2 and 3 indicating that guidance and counselling programmes were implemented in private and public secondary schools in rural and urban areas within the last five years, although their degree of implementation was very minimal as the means were found to be slightly above the set average. Such minimal execution of guidance programmes may have stemmed from what Isiugo-Abanihe & Odeniyi (2011) discovered as findings in their studies as availability and inadequacy of resources needed for effective implementation of guidance programmes. This means that there is room for improvement.

The result further showed slight differences in the degree of implementation of guidance programmes between private and public secondary schools. In 2010, guidance and counselling programmes were implemented but its level of implementation was at the lowest ebb both in private and public secondary schools. In comparison with subsequent years, 2013 recorded the highest level of implementation with special reference to public secondary schools.

There was also difference in the execution of these programmes in rural and urban secondary schools as recorded in 2013. Secondary schools in urban area top the least in implementing guidance services

while they were least implemented in rural area both in 2009. The low extent of implementation may not be far from reasons such as lack of enough or qualified counsellors, counselling facilities, little or no supervision of the execution of these programmes, role conflicts between school heads, teachers and counsellors and others. This assertion was attested to by Bukoye (2012) who in a similar study observed that unconducive counselling environment, insufficient funds problem encountered in allotting time for counselling activities and other challenges may have caused the differences and restricted the effectiveness of the implementation in the various years in private and public secondary schools in rural and urban areas. Another causative factor responsible for the low practice of guidance services as portrayed in the findings of the study on evaluation of counselling and human development programme implementation by Arijesuyo (2012) is deficiencies in equipment specifications for promoting efficient and effective service delivery. The deficiencies may have resulted to certain mishaps that affected the programme implementation in the secondary schools.

The slight differences may also have stem from the presence of qualified counsellors in the town and cities, thereby resulting to more guidance activities such as orientation for new students, career day or week, work visits, excursion, etc. are common activities in secondary schools in towns than villages. Another reason for the differences in implementation could be accounted for by the low responses provided for items 3, 4 and 7 below the average and are written thus: we went on work visit, guidance and counselling is in the school time-table and I have never filled evaluation forms. From the foregoing, it is possible that the students never taken for work visits to significant places such as banks, airports, etc. because they were not in the villages. In situations where teachers and school administrators do not recognise the need for professional counsellors as recorded in the findings of Watanbe & Herr (1999), they may also not see the need to include guidance and counselling in the school time-table. The students have never filled evaluation forms because guidance programmes were not being effectively implemented nor evaluated, hence the mean for the responses were below average.

Hypotheses one and two were accepted because of the insignificant differences in the responses in relation to the implementation of guidance programmes in private and public secondary schools in rural and urban areas. Bukoya (2012) equally accepted a hypothesis centred on the challenges facing guidance programmes based on locations. Guidance services viz; referrals, individual counselling, group counselling, evaluation, research and others were minimally carried out in private and public secondary schools in rural and urban areas. The extent of implementation therefore, is almost the same in private and public secondary schools that are in either rural or urban since the differences are not significant. It could be deduced that counsellors and the processes of providing guidance services in private and public secondary schools in the named location encounter the same challenges. In contrast to the highlighted findings, Emiloju (2012) in a study on evaluation of operational practices for guidance programmes implementations discovered that the mode of operations were below the benchmark statement for guidance programme implementation. Consequently, according to him, it has resulted to poor provision of guidance programme requirements for optimum service delivery. In other words, the implementation of guidance programmes in private and public secondary schools in rural and urban areas need urgent attention from all stakeholders in education and other well-meaning Nigerians to boost its improvement and proper implementations in secondary schools.

## **CONCLUSION**

The above submission revealed that guidance and counselling programmes were slightly implemented in private and public secondary schools in rural and urban areas from the year 2009 to 2013. The findings also indicated differences in the degree of implementation, but the differences were found to be in significant.

## **RECOMMENDATIONS**

The following recommendations were gleaned from the aforementioned findings revealed in the study:

1. The Federal and State Ministries of Education should train and deploy more professional counsellors to public secondary schools in rural and urban areas while it should be made mandatory for private secondary schools to have at least a counsellor in their schools.

2. Monitoring teams from ministries of education should be dispatched to effectively monitor guidance programmes in private and secondary school in rural and urban areas.
3. Government and Non-Governmental Agencies (NGO) should provide adequate guidance and counselling facilities that can foster effective implementation of guidance programmes.
4. The insignificant difference revealed in the implementation of guidance services is an indication that somebody somewhere is not doing what ought to be done. Counsellors therefore should rise up to their responsibilities and begin to function as they were trained to.
5. Guidance and counselling programmes should be evaluated regularly either termly or sessionally.
6. School heads should be given orientation on the relevance of guidance programmes in their schools as this will enable them include them in their school time-table
7. Secondary school students in rural areas could be brought to urban towns or cities by their counsellors for work visits and excursions and the government could also provide work places or tourist centres in rural areas to enable them have impression of guidance programmes.

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