



Investigation of Guidance and Counselling Needs of Students in Senior Secondary School in River State

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ABSTRACT

The study assessed the guidance and Counselling needs of students in senior public secondary school in Rivers state. Three research questions were fronted and three hypotheses were formulated for the study. The study adopted descriptive survey design. The population for the study consists of 17,151 students and 310 teachers collected from fifteen (15) senior secondary schools selected from five different local government areas in Rivers State, namely: Port Harcourt Local Government Area (PHALGA), Gokana LGA, Etche LGA, Ahoada West LGA (AWELGA) and Akuku-Toru LGA (AKULGA) LGA in Rivers State (Rivers State Universal Board of Education). A sample size of 390 was used for the study. A self constructed questionnaire comprising of 24 items designed after the Likert four point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) measuring 4,3,2 and 1 respectively was used for data collection. The instrument was validated by three expert in the department, the reliability was determined using the Pearson product moment of correlation and r-coefficient of 0.88 obtained. The mean (\bar{X}) statistics was used to answer the research questions while the Z-test statistics was used to analyse the hypotheses at 0.05 level of significance. The findings revealed that: H_{01} , H_{02} were all accepted. Students in senior public secondary school in Rivers state have educational guidance and Counselling needs of developing effective and appropriate study habit, to pass exams with high grade. Based on the findings, it was recommended among others that attention should be given to students in order to meet their guidance and Counselling needs while in school.

Keywords: Investigation, Guidance and Counselling

INTRODUCTION

Life is dynamic and as such it is constantly changing in social structure and personal values. All these changes affect the mental health of students, so that every student needs the support of guidance and counselors to help or prepare them to adapt to changes and task ahead (Dogar, Azeem, Majoka, Mehmood & Latif, 2015; Miller, 2012). Guidance and Counselling is so encompassing, it is part and parcel of educational task. Guidance involves all educational process which begins from birth or cradle to grave. Guidance is as old as human civilization. In ancient times, older people or elders in the family offer guidance to the young and those in difficulties. In Nigeria guidance whether in educational, vocational or personal matters is required from the family elders, although the complex nature of society has made it difficult for it to be left for elders alone because most time these older people may be incompetent or lack the technical know-how to handle some vital issues most especially as regards educational matters. It is on this premise that Egbochukwu (2008) defines guidance and counselling as a professional field, which has a broad range of activities and services aimed at assisting to understand themselves, their problems, their school environment and their world.

John (2015) defines guidance and counselling as compound twin word that is used to describe situations where trained counselor strives to steer a troubled student clients out of the typified problems. It is a helping relationship meant to ensure a sustainable adjustment and development of the individual clients.

Guidance and counselling therefore is used in school to enhance the optimal development of the school children in area of academic, vocational aspirations and in resolving personal social problem. Similarly, Uba (2008) describes counselling as the psychological process of helping individual to achieve self direction, understanding and mental balance necessary to make the maximum adjustment to the school and society.

Adolescent age is an important age in the life of a student; it is at this stage that students make some vital decisions as regards to the future. At this stage, the adolescent is ebullient enough to carry out any task. During adolescent years, students are constantly evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are looking for a place to belong and rely on peer acceptance and feedback. They are confronted with increased pressures regarding risk behaviors involving sex, alcohol, and drug while exploring the boundaries of more acceptable behavior and mature, meaningful relationship. They need guidance and counselling to make adequate decision. Some of the problems students' faces are the swift and changing business world through globalization and labour force, violence at home, school and society, divorce, suicidal thoughts, drug addiction and stress. All these problems affect students', personal, social and academic development. It is imperative to state that changes witnessed at adolescent during puberty, not only result to emotional conflicts between the adolescent and family, but also lead to disobedience with their parents.

The reason for introducing guidance and counselling into the school system is to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment. Mulhauser (2016, p.12) indicated that "counselling services has become an integral part of the educational system. The program has helped many students in adjusting to social, emotional and academic challenges". It is on this backdrop that this study seeks to assess guidance and counselling needs of students in senior secondary school in Rivers State so as to prepare them for life. And preparing students for life involves satisfying their educational, personal and social guidance and counselling needs. It is therefore essential to say that a student, who has satisfied his or her educational needs, understands or knows efficient study methods, implements them, manages and uses time effectively, becomes aware of his or her potential and understands how to boost it to get support from parents, makes the right choice of course to pursue at the tertiary level.

A related study was carried out by Dogar, Azeem, Majooka, Mehmood & Latif (2015) titled "Need investigation of students' guidance and counselling". The study focused on investigating the counselling needs of secondary school students. The study was delimited to Girls secondary schools only. The need investigation questionnaire (NAQ) was constructed which included five areas, i.e. educational, vocational, social, emotional and behavioral problems of students. NAQ was administrated to sixty girls of Grade 9th and 10th class, taken on convenience basis from five schools of Lahore city. The findings of the study revealed that matriculation level girls had more problems of carrier choice (i.e.45%) than of emotional nature. (i.e. 40%). So there is a need for vocational and emotional counselling programs for them. Although there were many limitation of the study (including small sample size and crude method of sampling) even then findings are seemed acceptable according to the age and grade level of students.

Another related study was conducted by Jumana & Meera (2016) titled " Present day need of guidance and counselling among graduate students". Survey method was adopted for the present study. The main aim of this study was to find out the need of guidance and counselling among graduate students. Due representation was given to Gender, locale and type of management. The sample includes, 160 male and 140 female students. 190 rural and 110 urban students were considered. There were 200 Government College students and 100 aided college students. The response were analysed to find out the High Average and Low Seekers of Guidance Counselling. Need investigation Questionnaire on Guidance and Counselling was used. The obtained data was subjected to percentage analysis. The result of the study revealed that there is a strong need to Guidance and Counselling programmes at graduate level.

In another related research , Nwodo (2016) conducted a study on the Counselling needs of secondary school students in Ebonyi Local Government are of Ebonyi State. Her major purpose was to determine the Counselling needs of secondary school students in Ebonyi Local Government Area. The findings of the study showed that guidance and Counselling will help to identify' problems which may hinder a child

from reaching his full potential. Guidance and Counselling will help the child keep himself in an optimal state of mind and body. The former work is related to the present study because both deals on the guidance and Counselling needs of secondary school students. The area of study for the former study was Ebonyi Local Government while the present study is carried out in Anambra State. Both the present and former adopted descriptive survey as research design, used structured questionnaire to collect their data but they differed in population of study. The present study will be analysed using mean standard deviation to answer the research question while t-test will be used to test the hypothesis at 0.05 level of significant. In another study conducted by Owuamanam on the topic "The Guidance Needs of Nigerian Adolescents on Ideato Local Government Area of Imo State. The main purpose of the study was to determine the guidance and Counselling needs of Nigerian adolescents in Ideato Imo State. Four research questions and 3 hypotheses guided the study. The population of the study comprised of 800 students. One hundred and fifty (150) respondents were sampled. Structure questionnaires were used as instruments to collect the data. Data collected were analyzed using regression model as statistical tool. The result revealed that guidance and Counselling services help to achieve matured relationship with age mates of both sexes. It helps to develop self esteem. It helps to overcome adolescent problems such as cultism and drug abuse. In relating these highlighted studies with the present study, all dealt on adolescents' need of guidance and Counselling. However, the present study will be analyzed using mean and standard deviation to answer the research questions while t-test will be used to test the hypothesis.

Statement of the Problem

The Secondary School age (adolescence stage) is a state of crisis, a period when the individual is always on the negative side with the adult, a time of difficult adjustment which normally results in a kind of confusion, if not handled with care. It is time of the development at problems, peer group problem, sex behavior problem, educational problem, psychological, job related, moral behavior, persona-social problem and juvenile delinquency.

Senior Students at the Secondary School level are faced with a lot of problems ranging from lateness to school, disobedience, stealing, fighting, truancy, rioting, extensive damage to lives and property, sexuality problems, drug abuse, career related problems. These problems has led to poor personal development, negative self concept, drug abuse, career related problems. The implication of this is that, if these problems are not solved, it can lead to maladjustments both in educational, psychological, emotional and social wellbeing of the student.

It is based on the above problems that the researcher believed that students have certain counselling needs. Therefore this work is designed to assess guidance and counselling needs of students in senior secondary school in Rivers State.

Purpose of the Study

Generally, the purpose of this study is to investigate the guidance and counselling needs of students in senior public Secondary School in Rivers State. Specifically, the study sought to:

- 1) Find out educational counselling needs of students in Senior public Secondary School in Rivers State.
- 2) Ascertain the vocational counselling needs students of Senior public Secondary School in Rivers State.
- 3) Determine the persona-social counselling needs of students in Senior public Secondary School in Rivers State.

Research Questions

The following research questions were advanced in the study.

- 1) To what extent is educational counselling needed among students in senior public secondary school in Rivers State?
- 2) To what extent is vocational counselling needed among students in senior public secondary school in Rivers State?
- 3) To what extent is persona-social counselling needed among students in senior public secondary school in Rivers State?

Null Hypotheses

The following hypotheses were formulated in the study:

H₀₁: There is no significant difference between the mean ratings of students and teachers on the educational counselling needs of students of senior public secondary schools in Rivers state.

H₀₂: There is no significant difference between the mean ratings of students and teachers on the vocational counselling needs of students of senior public secondary schools in Rivers State.

H₀₃: There is no significant difference between the mean ratings of students and teachers on the personal-social counselling needs of students of senior public secondary schools in Rivers State.

METHODOLOGY

Research Design

This study adopted descriptive survey design. This is a scientific method that involves observing and describing the behavior of a subject without influencing it. The design is essential because it helps to describe certain variables of the population as regards to the topic.

Population of the Study

The population of the study consisted 17,151 students and 310 teachers collected from fifteen (15) senior secondary schools selected from five different local government areas in Rivers State, namely: Port Harcourt Local Government Area (PHALGA), Gokana LGA, Etche LGA, Ahoadia West LGA (AWELGA) and Akuku-Toru LGA (AKULGA) LGA in Rivers State (Rivers State Universal Board of Education).

Sample and Sampling Technique

A sample of 390 senior secondary school students was selected from fifteen (15) public senior secondary schools in Rivers State and used for the study. The sampling procedure adopted for selecting the teachers and the students is the simple random sampling while the Taro Yamen Formula was further used to determine the sample size for the students as shown below. Only the Head of Departments (HODs) among the teachers in each school was purposively selected for the study because they are often in charge of overseeing affairs among the students and the teachers in the school.

Instrumentation

In this study, structured questionnaire titled “Needs Investigation of Students Questionnaire (NASQ)” was used for the study. The instrument was divided into three parts: part A contains researcher’s letter of introduction to the respondents, part B comprises the demographic data, while part C contains the questions. The structured questionnaire will be designed and tailored in a modified four-point likert format to elicit very high extent, high extent, low extent and very low extent response pattern.

Validity of the Instrument

The researcher made efforts to ensure that the necessary data for the study was provided by the participants in the secondary schools. After developing the questionnaires, it was handed over to the project supervisor and two other experts in the Department of Guidance and Counselling. These experts examined the suitability of the language in relation to the level of understanding of the participants.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, scores from 20 selected respondents outside the target respondents was tested for reliability using the Cronbach Alpha reliability resulting to 0.88.

Administration of the Instrument

In this study, structured questionnaires titled: “Needs Investigation of Students Questionnaire (NASQ)” instrument was administered to 390 senior secondary school students , also 45 senior secondary school teachers were purposively selected from the fifteen selected government secondary schools in Rivers State. The respondents were therefore grouped into students and teachers. Using the supervising head teachers as research collaborators, the researcher administered the questionnaires to the students, conveniently. The research assistants were instructed on what the students are expected to do. The completed data was retrieved by the researchers’ after a week.

Method of Data Analysis

Simple table, percentages means and standard deviations were used to answer the research questions, while the z –test statistical software was used to analyze the null hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *To what extent is educational counselling needed among students in senior secondary school in Rivers State?*

Table 1. Mean responses of teachers and students on educational counselling needs (Students = 322 ; Teachers = 42)

S/N	ITEMS	PARTICIPANTS	\bar{X}	SD	Remark
1.	Counselling is needed to help students overcome areas of academic weaknesses	Students	3.04	0.79	High Extent
		Teachers	3.17	0.82	High Extent
2.	Counselling is needed to increase students' appreciation of the value of education	Students	3.22	0.84	High Extent
		Teachers	3.12	0.81	High Extent
3.	Counselling is needed to expose students to more educational opportunities	Students	3.10	0.80	High Extent
		Teachers	3.21	0.84	High Extent
4.	Counselling is needed to help students plan suitable education programmes for themselves.	Students	2.96	0.77	High Extent
		Teachers	3.00	0.77	High Extent
5.	Counselling enhances students ability to carry out educational plans	Students	3.08	0.80	High Extent
		Teachers	3.29	0.86	High Extent
6.	Counselling is needed to help students tackle the problems confronting their academic performance	Students	3.44	0.93	High Extent
		Teachers	3.38	0.90	High Extent
7.	Counselling helps students towards proper educational adjustments	Students	3.40	0.91	High Extent
		Teachers	3.29	0.86	High Extent
8.	Counselling helps to improve the performance of students in areas of difficult subjects	Students	3.13	0.81	High Extent
		Teachers	3.19	0.83	High Extent
	Total		51.03		
	Grand Mean		3.19		High Extent

From the result in table 1 above, in response to research question 1 in item 1,2,3, 4,5,6,7 & 8, both the teachers and the students agreed to a high extent that educational counselling is needed among students in senior secondary school in Rivers State. Also, the grand mean gave a final remark of a high extent at a value of 3.19.

Research Question 2: *To what extent is vocational counselling needed among students in senior secondary school in Rivers State?*

Table 2 . Mean responses of teachers and students on vocational counselling needs (Students = 322 ; Teachers = 42)

S/ N	ITEMS	PARTICIPANTS	\bar{X}	SD	Remark
1.	Counselling helps students understand their role in the world of work.	Students	2.98	0.77	High Extent
		Teachers	2.45	0.71	High Extent
2.	Counselling helps students understand the concept about reality.	Students	3.13	0.81	High Extent
		Teachers	3.21	0.84	High Extent
3	Counselling helps the students gain an understanding of how to contribute positively to the society	Students	3.12	0.81	High Extent
		Teachers	3.19	0.83	High Extent
4	Counselling helps the students to adequately analyze his/herself in areas of his/her potentials, capabilities, aptitudes and personality.	Students	2.98	0.77	High Extent
		Teachers	3.00	0.77	High Extent
5.	Counselling helps the students match their potential well with their background with aim to find a suitable job	Students	3.08	0.80	High Extent
		Teachers	2.71	0.72	High Extent
6.	Counselling helps the students discover a suitable career in life	Students	3.45	0.93	High Extent
		Teachers	3.24	0.85	High Extent
7.	Counselling helps students understand the implications of choices of career in life.	Students	3.43	0.92	High Extent
		Teachers	3.17	0.82	High Extent
8.	Counselling helps to increase students' employability after school.	Students	3.12	0.81	High Extent
		Teachers	3.26	0.86	High Extent
Total Grand Mean			49.54 3.10		High Extent

From the result in table 2 above, in response to research question 2 in item 1,2,3, 4,5,6,7 & 8, both the teachers and the students agreed to a high extent that vocational counselling is needed among students in senior secondary school in Rivers State. Also, the grand mean gave a final remark of a high extent at a value of 3.10.

Research Question 3: *To what extent is persona-social counselling needed among students in senior secondary school in Rivers State?*

Table 3. Mean responses of teachers and students on vocational counselling needs (Students = 322 ; Teachers = 42)

S/ N	ITEMS	PARTICIPANTS	\bar{X}	SD	Remark
1.	Counselling helps students deal with problems of drug addiction	Students	3.04	0.79	High Extent
		Teachers	2.81	0.73	High Extent
2.	Counselling helps students deal with problems of sex problem	Students	3.18	0.83	High Extent
		Teachers	3.33	0.88	High Extent
3	Counselling helps the students have a balanced image of his/herself	Students	3.12	0.81	High Extent
		Teachers	3.24	0.85	High Extent
4	Counselling helps students develop a positive interpersonal relationship	Students	3.06	0.79	High Extent
		Teachers	3.07	0.79	High Extent
5.	Counselling helps the students have a good understanding about others.	Students	3.01	0.78	Very High Extent
		Teachers	2.86	0.74	High Extent
6.	Counselling helps the students deal with problem of negative self-concept	Students	3.51	0.95	High Extent
		Teachers	3.43	0.92	High Extent
7.	Counselling helps students deal with problems of religious differences	Students	3.41	0.91	High Extent
		Teachers	3.14	0.82	High Extent
8.	Counselling helps students deal with the challenge of making major decisions in life	Students	3.16	0.82	High Extent
		Teachers	3.10	0.80	High Extent
Total Grand Mean			50.47		High Extent
			3.15		

From the result in table 3 above, in response to research question 2 in item 1,2,3, 4,5,6,7 & 8, both the teachers and the students agreed to a high extent that persona-social counselling is needed among students in senior secondary school in Rivers State. Also, the grand mean gave a final remark of a high extent at a value of 3.15.

Hypotheses

HO1: There is no significant dereference between the means ratings of students and teachers on the education counselling needs of students of senior public secondary schools in Rivers State

Table 4 showing difference between the means ratings of students and teachers on the education counselling needs of students of senior public secondary schools in Rivers State.

Variable		Mean	Known Variance	Obsrvn. N	Hypoth-esized Mean D	z	P(Z<=z) one-tail	z Critical one-tail	P(Z<=z) two-tail	z Critical two-tail
Educational Counselling Needs	Students	3.17	0.010	322	0	-0.585	0.279	1.644	0.559	1.960
	Teachers	3.03	0.014	42	0					

Decision 1: Since the value of the z critical (two tail =1.960) is greater than the calculated z value (= - 0.585), then we accept the null hypothesis and conclude that there is no significant difference in the mean responses of students and teachers on educational counselling needs for students in senior secondary schools in Rivers State.

Hypothesis 2

Ho2: There is no significant difference between the mean ratings of students and teachers on the vocational counselling needs of students of senior public secondary schools in Rivers State.

Table 5 showing difference between the mean ratings of students and teachers on the vocational counselling needs of students of senior public secondary schools in Rivers State.

Variable		Mean	Known Variance	Obsrvn. N	Hypoth-esized Mean D	z	P(Z<=z) one-tail	z Critical one-tail	P(Z<=z) two-tail	z Critical two-tail
Educational Counselling Needs	Students	3.16	0.03	322	0	1.077	0.14	1.644	0.282	1.960
	Teachers	3.03	0.09	42	0					

Decision 2: Since the value of the z critical (two tail =1.96) is greater than the calculated z value (=1.0778), then we accept the null hypothesis and conclude that there is no significant difference in the mean responses of students and teachers on vocational Counselling needs for students in senior secondary schools in Rivers State.

Hypothesis 3

HO3: There is no significant difference between the mean ratings of students and teachers on the personal-social counselling needs of students of senior public secondary schools in Rivers State.

Table 6. Showing difference between the mean ratings of students and teachers on the personal-social counselling needs of students of senior public secondary schools in Rivers State

Variable		Mean	Known Variance	Obsrvn. N	Hypoth-esized Mean D	z	P(Z<=z) one-tail	z Critical one-tail	P(Z<=z) two-tail	z Critical two-tail
Educational Counselling Needs	Students	3.18	0.03	322	0	0.628	0.266	1.644	0.530	1.960
	Teachers	3.12	0.05	42	0					

Decision 3: Since the value of the z critical (two tail =1.960) is greater than the calculated z value (=0.628), then we accept the null hypothesis and conclude that there is no significant difference in the mean responses of students and teachers on persona-social counselling needs for students in senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The study has critically examined and analyzed three research questions and three hypotheses and as a result appropriate conclusions and findings have been deduced. After reviewing the result of the analyses, the following observations below were made.

In response to research question 1, the majority of the respondents agreed that educational counselling is needed among students in senior secondary schools in Rivers State. Also, the grand mean (3.19) gave a final remark indicating so.

In line with the above findings, Denga (2009) admitted that educational guidance and counselling is highly needed among these students in that it will enable them function effectively in their various schools. Okeke (2010) also supported this view when he claimed that educational guidance and counselling will help the students in their education, school and academic programs. He also stressed that educational counselling needs aims at helping individual students to make needs for time-table, educational opportunities within one's locatives, subject requirements, text books needed, JAMB problems including its brochure, extra-mural classes/evening lessons, how to fill some examination forms, to use the school library as well as how to improve reading skills and pass examinations with high grades (Okeke, 2010).

Also in line with the findings of this study, Okorie (2011) pointed out that educational counselling service will help students who have failed or performed poorly in certain subjects discover areas of their weakness in their academics, adjust and improve in their performance (Okorie, 2011). He further recommended that secondary school counselling services become important to enable students do proper adjustment and perform better in the courses. Nwoye's (2010) opinion was also in concordance with the findings of this study when he explained that educational guidance and counselling will help to remove or reduce problems militating against students' academic performance. He went further to consolidate his view by stressing that educational guidance and counselling provides relevant information to students about the school physical plants, subject offering, value of education, as well as educational opportunities opened to them at various levels.

Anolue (2012) further supported the findings of this study when he asserted that educational information is designed to equip students with valid, reliable and useable information they need in making and carrying out their educational plans. The result of the hypothesis testing also revealed that there is no significant difference in the mean responses of students and teachers on educational counselling needs for students in senior secondary schools in Rivers State. This shows that educational counselling has a significant positive impact on the lives of students in senior secondary schools in Rivers State.

In response to research question 2, the majority of the respondents agreed that vocational counselling is needed among students in senior secondary school in Rivers State. Also, the grand mean (3.10) gave a final remark indicating so.

In line with the above findings, Azubuike (2014) revealed that vocational guidance has the capacity to help an individual develop and accept an integrated and adequate picture of himself and of his role in the world of work. He also went further to stress that vocational guidance and counselling will help the individual student get the right concept about reality as well as convert it to his own benefits and the society's. Akinboboyede (2014) also indicated his support for the findings of this study in his claim that vocational guidance counsellor helps the student analyse himself, his potentials, capabilities, aptitudes, interests and personality and match these traits to the proposed career the student intends to pursue in life. In furtherance of this support, he stated that provision of detailed information about one's career through vocational guidance and counselling will help the students and parents consider wisely the choice of career.

Also, Peterson (2014) in his own view and agreement with the findings of this study explained that vocational guidance has the capacity to help the individual match his potential and background with suitable jobs and employable opportunities. According to Okon (2011), many young Nigerian secondary school graduates find it difficult to make a successful transition from school to work because of the lack of relevant information about vocation and relevant information about occupations and particular activities involved in different vocations as well as the specifications of both.

Still in support of the findings of this study, Nwoye (2011) further contended that many Nigeria Students find it difficult to choose subject combination required for different occupation because they lack the right guidance and counselling. He further opined that vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and process in it. The result of the hypothesis testing also revealed that there is no significant difference in the mean responses of students and teachers on vocational counselling needs for students in senior secondary schools in Rivers State. This shows that vocational counselling has a significant positive impact on the lives of students in senior secondary schools in Rivers State.

In response to research question 3, the majority of the respondents agreed that persona-social counselling is needed among students in senior secondary school in Rivers State. Also, the grand mean (3.10) gave a final remark indicating so. In support of this opinion, Ekennia (2014) noted that personal-social guidance and counselling enables individuals to have a balanced or realistic image of themselves through self-understanding as well as help them develop healthy interpersonal relationship with others.

Azubuike (2014) also in support of the findings of this study explained that persona-social guidance and Counselling has the capacity to help the individuals develop healthy interpersonal relationship with others. It helps to ensure sound self understanding for oneself and for others.

Pathak, Sharma, Parvan, Gupta, Ojha & Goel (2011) in support of the findings of this study also asserted that adolescents are highly vulnerable to various persona-social disorders: hence, increasing the need for persona-social guidance and counselling will be of great help. They went further to explain that there is a high prevalence and patterns of behavioural and emotional problems in adolescents which require the professional assistance of persona-social guide and counsellors.

CONCLUSION

Based on the findings of the study, it was concluded that students in senior secondary school in Rivers state have educational, vocational and persona-social counselling needs which must be met for proper development and attainment of desired goals.

Implications to Education

The implication of this study to education is that students have both education, vocational and persona-social counselling needs and as such administrators, educational policy makers and other key stake holders must understand the importance of these needs, and that if these counselling needs are not met adequately, it will have negative consequences on students overall performance since they are not well guided. It is therefore imperative to for more counselors to be recruited in the school system so that students can be guided properly.

RECOMMENDATIONS

Based on the findings of this study, the following are recommended.

1. Attention should be given to students in order to meet their guidance and Counselling needs while in school.
2. More counselors should be recruited in Rivers state school boards so that they help guide students properly
3. Students have vocational counselling needs, it is therefore pertinent that seminars, talks and symposiums be regularly organized in schools to help students meet these pressing needs in order to function effectively and efficiently while in school.
4. Teachers should endeavour to listen to the students whenever they bring their personal problems to them so that they can understand how to tackle their behavioural, social, academic problems of these students.
5. Teachers should not make themselves unapproachable to the students.

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