



GUIDANCE AND COUNSELLING AS A VERITAL TOOL FOR NATIONAL

TRANSFORMATIONAL AGENDA IN NIGERIA: AN EMPIRICAL REVIEW

ASU BLESSING AHO

Department of Foundations, School of
Education, Federal College of Education, Kano

Abstract

Nigeria is one of the third world nations and also one of the richest countries in Africa but virtually majority of her citizens are living in abject poverty. This paper tries to examines the general orientation that education through Guidance and Counselling approach, can transform Nigeria into a country to be envied by others. Counselling approach is one of the key areas that can help in the rapid transforming of a community. With the use of counselling principles, Nigeria as a third world nation can swiftly make a different especially through the use of quality education and acquisition of good values. The paper therefore started with the concept of Guidance and Counselling, the history, need, basic principles and services of Guidance and Counselling. The Guidance and Counselling as Transformational Tools in Secondary Schools in Nigeria and the role of Guidance and Counselling as a tool for national transformational agenda in life skill

education and human resource development were equally highlighted. It was recommended among others that all schools

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should be provided with professionally qualified and adequately trained counselors and that universities should be given the mandate to train more professionals in the area.

INTRODUCTION

Guidance can be defined as from the word “Guide” which means to direct, pilot, manager, steer, aid, assist, lead, and interact. Guidance according to Okon (1984) can be described as a total programme of highly specialized activities implemented by all staff members to help individuals make wise intelligent choices and decisions. Olayinka (1990) stated that within the school system, guidance is one of the services that help the school to achieve its aims and helps the students to take full advantage of all facilities the school provides. For Shertzler and Stone (1984) guidance is a process of helping individuals to understand themselves and the world. Olayinka (1987) described counselling as a process by which a professionally trained counselor assists the clients in a face to face encounter with the aim of providing educational, vocational, social emotional and moral assistance to him or her. Mallum (2002) also saw counseling as a specialty in the field of psychology whose practioners assist clients to improve their wellbeing, alleviate distress, resolve crises and increase their ability to be creative, innovative and make appropriate decisions. Therefore, while guidance is seen as a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs by helping the individual to develop his or her full potential, counseling on the other hand is a subset of the general term called guidance (Ipaye 1983).

THE EMERGENT OF GUIDANCE AND COUNSELLING IN NIGERIA

African nations are in a hurry to educate citizens in order to modernize and enhance their social, economic and political development. The concept of guidance and counselling, although relatively new in Africa has been embraced by most developing nations with enormous enthusiasm. This is because counselling is being regarded by most nations as an educational service through which efficient manpower for development can be attained. Counselling practice, however, does run into frequent clashes with African traditions and development goals typical of developing countries. In order to become fully acceptable at this initial stage, the guidance and counselling profession in Africa must tolerate some compromises and modifications from its original philosophy in the Western sense. Several events led to the institutionalization of guidance and counselling in Nigerian school system. Most prominent was the efforts of a group of Catholic nuns at the St. Theresa's College, Oke-Ado, Ibadan. The Catholic nuns developed a career workshop for

all the school's graduating students during the 1959 academic session, especially in the area of subject selection and job search. A major outcome of the workshop was the distribution of the much-needed career information that enabled 54 out of the 60 graduating students to gain full employment upon their graduation.

The workshop on guidance and counselling held at the comprehensive high school, Aiyetoro in 1963 where Mr. R.O. Rees delivered a paper titled "The role of the guidance counsellor in a comprehensive high school" was also instrumental to the emergence of guidance and counselling in Nigeria. So, was the book written by Mr. C.I. Berepiki entitled, *An approach to guidance in schools*. This book inspired the Federal Government of Nigeria to develop a workshop on guidance and counselling in schools. Through these efforts, the Federal government was able to appreciate the role guidance and counselling needed to play in the nation's overall development that later motivated the Federal Ministry of Education to appoint Mr. C.I. Berepiki to take full charge of the coordination of school guidance and counselling services in Nigeria's school system.

Another force that led to the emergence of professional counselling in Nigeria has to do with the events that cropped up after the Nigerian civil war. At the end of the civil war, there arose the dire need to rehabilitate the war victims. The post-war social, political, economic, religious and educational problems, which students, workers and the general public had to face, became enormous such that the less trained career masters/mistresses could not cope. This necessitated a very high demand for guidance counsellors who were expected to provide veritable counselling interventions in the rehabilitation of the war victims. One approach then was for the Federal Government of Nigeria to grant scholarship to most candidates who desired to pursue masters' degree in guidance and counselling in any Nigerian universities.

The introduction of the new National Policy of Education in Nigeria (commonly referred to as the 6-3-3-4 system of Education) for the whole country in 1977, with major revision in 1981, which had among its features, the introduction of a new educational focus for the primary and secondary levels of education also influenced the emergence of guidance and counselling in Nigeria. This policy was a major break away from the existing educational policy that was bequeathed to the nation by the British colonial masters at independence. Under the previous arrangement, secondary school students were expected

to spend five years in the secondary school. In addition, the curriculum tended to emphasize much of liberal type of education. But the new policy extended the number of years in secondary school from five years to six years. It further divided secondary education into two levels: junior secondary school (where the student was expected to spend three years) and the senior secondary school level (where the student was expected to spend the remaining three years)

THE COGENT NEED FOR GUIDANCE AND COUNSELING

Some factors are responsible for the development of guidance and counselling in Nigeria.

- i. **Expansion in the Enrolment of Pupils Students in Primary and Secondary School:** According to the Federal Ministry of Education (1992) the enrolment figure of primary schools rose from 12,117,483 to 14,805,939. Probably the figure would have risen to 30 million youth in primary schools by 2010. The Federal Ministry of Education (1992) also cited students' population in the secondary schools to be 747,413 in 1982. However by 1992 the figure had risen to 3,600,620 students. The population may have risen to 15million by now. The story is not different in our tertiary institutions. This alone calls for specialized guidance and counselling services.
- ii. **Skilled Workforce:** Nigeria is blessed with abundant human and material resources. Despite this, there is deficiency in the skilled workforce in almost all sectors of the national economy. Guidance and counselling within education can help in the development of skills, attitudes and potentials of Nigerian youths to realize their fullest potentials.
- iii. **Growing Needs of Youths in this Country:** Durojaiye (1976) identified the developmental needs of youth as: Attaining individuality, Making progress towards an organized personality pattern, Developing philosophy of life, Developing a concept of values and desirable behaviours, Achieving a place in the society, Understanding of personal assets and liabilities, Making of plans for the future, Establishing deep personal relationship with individuals and the opposite sex, Learning to live independently from parents, Learning to adjust to changes resulting from physical growth and Learning to attain adult status by

vocational plans, family and social relationships and citizen plan. There is need to plan and coordinate guidance oriented curricula to meet these needs of students.

- iv. **Repeated Changes in the Educational System:** There are repeated changes in our educational system. From independence to date Nigeria has witnessed a number of changes in the education sector. From (8 – 5 – 2 – 3) to (6 – 5 – 2 – 3) to the present (6 – 3 – 3 – 4). Even the present system does not include training at Colleges of Education and Polytechnics.
- v. **Problems of National Integration:** Nigeria consists of about 120 to 150 million people with about 450 different linguistic and cultural groups. There is political instability, nepotism, ethnic rivalry, religious intolerance, tribal loyalties e.t.c. Decline in morality in form of armed robbery, official corruption. Guidance and Counseling as skilled helpers can detribalize the youths, teach them sound value system, dignity of labour, shun tribalism, dishonesty, fraud and so on.
- vi. **Changes in Home and Family Life:** The average Nigerian home is characterized by a number of changes such as single parenting, superstition, bad examples by parents, alcoholism, weakened ties of extended family network, monogamy and polygamy, increasing rate of divorce, Hiv and aids, poor provision of insurance for the older members of the society. All these calls for the need of guidance and counselling to help clients coming from such homes.

Other problems necessitating the need for guidance and counseling include automation in the world, unrest in our institutions, cultism and so on.

GUIDANCE AND COUNSELLING AS TRANSFORMATIONAL TOOLS IN SECONDARY EDUCATION IN NIGERIA

Guidance and Counselling is a professional strategy often adopted by teachers to engage students facing challenges in secondary schools aimed at resolving what ever those challenges are. Anyachebelu Anyamene A.N. Owokolo C.N Anyachebdu E.F., (2012) construe counselling as a form of education, which the challenged students receive from their counsellors. Similarly, Palmer B., (2007) sees counselling as an educational process used in solving problems of the learner. United Nation Educational, Scientific and Cultural Organization (UNESCO, UNESCO (2007) in support of the above assertion, states that

counseling is actively listening to an individual's story and communicating understanding, respect and empathy: clarifying goals and assisting challenged students with the decision making process.

Onyilofor, F.N.C., (2013) emphasizes that counselling is a process by which a professional counsellor helps the client to understand himself or herself better.

Onyilofor, F.N.C., (2013) further advocates that counselling is the assistance a professional counsellor gives to challenged students (clients) on issues of education, social-personal, and career choice. Obi M.C., Oye N.D., Mohd, T.N., Benice V., (2012) sees the role of professional counsellor to be most importantly one to one interviews between the career counsellor and client.

In addition, Obi, Oye, Mohd, and Beknice Onyilofor F.N.C., (2013) in support of the above said that career counselling may involve both face to face help or may be mediated through telephone, letter, text or even the internet.

Mghweno, Mghweno and Baguna (2001) noted that guidance and counselling service is not a new phenomenon. In Nigeria, for instance, the counselling service was incorporated into the school systems in 1959. Consequently, incorporating guidance and counselling into the school system was to eliminate overwhelming ignorance of many challenged students on their choice of career prospects and personality maladjustment among them.

Furthermore, other roles of professional counsellor include opportunities to develop knowledge in the challenged student and appreciations of themselves and others; opportunities to develop relationship skills, ethical standard and a sense of responsibility in the challenged students; opportunities to acquire skills and attitudes necessary to develop educational goals which suit the challenged students' needs, interests and abilities. Onyilofor F.N.C., (2012) posits that the professional counsellor should utilize his/her professional skills (administrative skills, thinking skills, orientation and planning skills, time management skills, technical and technological skills) for the transformation and education of challenged student in Nigerian higher education.

Onyilofor F.N.C., (2013), further states that a counselor should be a think tank and an inventive problem solver and should be able to reason properly both with the brain and the heart in the transformation of challenged students in Nigeria's higher education. The scholar further enthuse that counseling enables the challenged student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. This can be achieved with the assistance of professional counselors. In Nigeria, counseling

generally are viewed in three categories namely; Inclusive counseling, vocational counseling and socio-personal counseling. Parson in Patton & McMahon (2009), Patton, W. & McMahon, A., (2001) categorized the role of professional counseling into three dimensions - self-analysis, occupational analysis and true reasoning. Other roles of the PC are consultation to challenged students, individuals, groups, families, couples and organizations, and research into more effective and therapeutic treatment modalities.

BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING PRACTICES AND CLASSROOM APPLICATION

There are basic principles based upon which the guidance and counselling profession is practiced. A few of these are listed below with brief explanation and classroom implications and application.

1. **Guidance and Counseling is for all People:** This includes the smart child, and the dull ones. It is also for everybody because all persons have needs and problems. By implication, teachers, parents, educational administrators and all stake holders need to accept all children with their differences without prejudices and negative bias. The teacher is encouraged to accept all his students and give each the kind of help needed irrespective of their disposition.
2. **Guidance and Counselling lasts for life time and is given in a life continuum:** Guidance and Counselling services are needed throughout the life span in a continuum at different stages of growth and development. It therefore equips a person with coping skills for life needs and problems at all times. This means that guidance and counselling is for all, school personnel, the society and students. Applying this principle to education means that Guidance and Counselling is for all levels of learning.
3. **Guidance and Counselling is given and received on the basis of cooperation not by compulsion coaxing or cajoling:** This means that the client has to be willing to be helped by the counsellor as well as willing to received help given. By implication, the teacher has to enjoy a lot of good will from his students for this kind of trust to develop on both sides.
4. **Guidance and Counselling recognizes the worth and dignity of every individual unconditionally:** By implication, nobody is completely useless

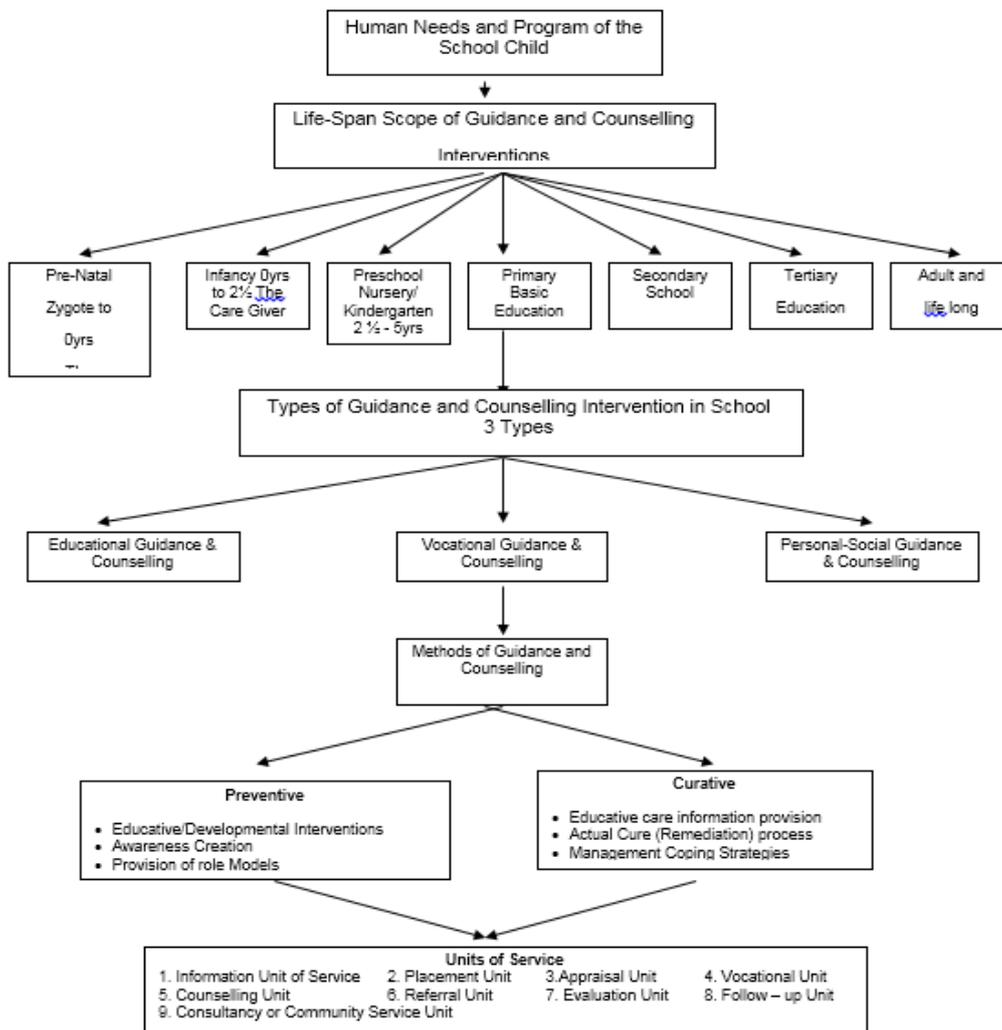
in life. No matter the condition of disability or inability, every human being has an in – built potential for worth and positive change for improvement within their natural and environmental assets and limitations. By implication, teaches need to encourage all their pupils to stay through schools.

5. **The services of Guidance and Counselling is allowed to manipulate the environment to help the client:** Guidance and Counselling can manipulate the environment as a form of therapy to modify the behaviour of clients. It means that the counselor is allowed to play down tension to bring down high tension or mal-adjustive behaviour.
6. **Guidance and Counselling does not provide solution to all problems:** There are certain problems which are social or biological that have no adequate solutions. Problems beyond the competence of the counsellor or teacher can be referred to other competent personnels. Guidance and Counseling can however provide coping mechanisms for most problems.
7. **Guidance and Counselling operates under a fundamental assumption that every human being has a capacity for positive change:** An encouragement rightly given to client in whatever situation can help the child or client change from his present state of fear failure, shame and non-achievement to better performance towards self-actualization. By implication every individual or group needs to be encouraged to strive towards their best in life.

ESSENTIAL UNITS OF GUIDANCE AND COUNSELLING SERVICES

There are standard units of services usually offered by training guidance and counsellor. They are briefly mentioned here and the role of teachers in the provision of these services such as: Information services, Placement services, Appraisal services, Vocational guidance services, Counselling services, Referral services, Evaluation services and Follow – up services

Conceptual Framework and Scope of guidance and Counseling Intervention in Schools



Adapted from Nwachukwu (2007)

1. **Information Services:** This is the largest unit of services because it is the unit where information on other units is stored. For example, information on vocation, academics, psychological tests, students personal data records and current affairs. It is the duty of the teacher to provide accurate and usable data on his students, academic, vocational and personal data for use by the school counsellor. The teacher can also play the role of a quasi counselor by encourage students in occupational areas they have interest and abilities.
1. **Placement Services:** The placement unit deals with knowledge about peoples abilities and interests so as to know where to place a learner. Placement could be in terms of class level, beginners and transfer students. Placement could also be on acquiring information from the world of work and job openings to help look up graduating students. Placement could also refer to helping learners acquire information on

admission to higher institutions e.t.c. The classroom teacher has a very important role to play in this direction. He should provide information to the counselor about students that would enable the counsellor to place students.

2. **Appraisal Services:** This deals with personal data records of students' academic performance transcript and continuous assessment records. The students record on progress as well as deficiencies are taken note of and records kept. The teachers' role is clearly identified as the bedrock for all types of records concerning students.
3. **Vocational Guidance Service:** This unit is concerned with subject combination for career aspiration, career choice and career crystallization. Knowing job requirements, labour force elasticity, employment rate and productivity. Teachers have the responsibility of encouraging students in specific vocations inline with their abilities and interest.
4. **Referral Services:** Sometimes cases are reported to school counsellors that may be beyond his capabilities. Referrals to be to resource persons or consultants such as lawyer, doctor, priest or religious leader, the community leader. The classroom teacher has a role to play in referring especially cases of students they cannot handle to the school counselor. They can also assist the school counsellor in identifying and utilizing resource persons and consultants.
5. **Evaluation Services:** This refers to evaluation of the guidance and counselling programme itself. Answers to such questions as what services have been rendered and what are the gains and losses. The classroom teacher serves as a resource person in pointing out the weak points for remolding the programme. The teacher is also in the position to assess the impact of counseling programme on class pupils.
6. **Follow – up Services:** This unit keeps track of clients that have passed through the guidance services. Whether or not the objectives of counselling programme have been achieved. Follow up strategies include questionnaire letter writing, circulars, checklists, workshop, seminar, phone numbers, magazine, e.t.c. The teacher can play the role of tracking clients that have passed through guidance services and indeed the school at large. They may also provide data on students counselling progress or otherwise.
7. **Counselling Services:** This is the most personalized of all the unit services. Counselling is one of the units that bring the counsellor and the client on a face to face interaction. Here the counsellor penetrates

the inner world of the client personal and social needs. The role of the classroom teacher in this direction is to refer serious counseling problems to the professionally trained counsellor. While less serious cases can be handle by the classroom teacher. Good listening skills and probing and caring response from the teacher may be all that is required to treat some students problems.

GUIDANCE AND COUNSELLING AS A TOOL FOR NATIONAL TRANSFORMATIONAL AGENDA

According to Collins English Dictionary (2009) the word transformation is defined as change in form, appearance, nature and character. Therefore National transformation may be explained as the processes involved in changing in form the appearance, nature and character of the nation from attitudes and practices that are counterproductive to national development to productive ones. Viewed from this perspective we are considering a Nigerian nation whose state of affairs need transformation. The Nigerian nation is markedly full of insecurity of lives and property, corruption, terrorism, kidnapping, poverty, unwanted killings of innocent citizens, unemployment, petroleum bunkering to mention but a few. Virtually no single sector of Nigerian economy is spared of these indecencies.

It has been accepted by many scholars that education is a very powerful tool that can transform and propel any society towards development. Odo (2001) expressed that in order to achieve fully the aims of education within and outside the school system, guidance and counselling services should go along with learning for maximum achievement. Olayinka (2003) asserted that guidance and counselling services should be provided in secondary schools to cater for the collective and individual needs of the students. The FRN (2004) believed that guidance and counselling as part of educational services, shall among other things develop, assess and improve educational programmes; enhance teaching and improve the competence of teachers; reduce educational costs and make learning more meaningful for children. Egbochukwu in Egbo (2009) compared school guidance and counselling to a broom. According to her, the broom is among the least prized possessions in the home, but the absence of the broom in the home leaves it with filths. It is the same with schools.

The implication is that guidance and counselling services in schools enable the students to overcome their problems and enhance their self-definition, understanding and actualization. In effect, it embraces life skill education in the life of the students. It does not only, as a result, enhance their improved

academic performance but it prepares them for the world of work and champions their psychosocial interests and competencies.

THE COUNSELLOR AS A LIFE SKILL EDUCATOR AND HUMAN RESOURCE DEVELOPER.

Emenogu in Egbo (2009) wrote that the term counsellor is reserved for those with professional trainings in counselling. The counsellor may be regarded as an educator who aims at creating through the exercise of his skills and training, an environment in which students can face and explore their own feelings without fear, learn how to cope more effectively with decision making and examine their values and objectives without risks of condemnation. The counsellor therefore should have six basic qualities: A belief in each person as an individual, A commitment to individual human values, An alertness to the world, Open mindedness, Self understanding (and) Professional commitment. Ipaye in Anagbogu (2002) regarded the counsellor as an engineer of human relationship who provides the psychological climate or conditions in which the client is enabled to change to become able to make choices, resolve the problems and develop a responsible independence which makes him a better person- a better member of the society. He is the primary means of extending assistance through a helping relationship of personal interaction, called counselling, that enhances helping skills and attitudes to be productively realized to enable clients, needing help to cope with their difficulties and concerns. He modifies caused negative behavioural patterns.

As such Traxler in Olayinka (2003) outlined the following as the professional characteristics of the counsellor such as: the ability and willingness to know and understand individuals before attempting to guide them; the ability to be cordial and warm during the counselling encounter; the ability to tackle problems without exhibiting duplicity and double-barreled decisions; the ability of the individual to show mastery and competence in the use of theories, techniques, processes and skills and the ability to go into relationship with clients without tarnishing the image of the profession.

Anagbogu (2002) sees the counsellor as a professional who through diagnosing, planning, predicting, interpreting and evaluating provides educational, personal and vocational assistance to the clients in such a way that it would reflect their interests, objectives, potentialities and needs for effective adjustment. This implies that the counsellor is skilled to aid the growth and development of clients in academic, vocational interests and personal social enhancements. A cursory look at all of the above, indicates that the counsellor is both a life skill educator as well as a human resource developer. He enables clients to actualize their vocational dreams, engineers

academic excellence and skillfully resolves personal and social problems of the clients. His roles are very important in schools as he manages information, counsels, gives orientations, appraises, evaluates, makes placements and referrals to other professionals when necessary and even researches to discover other better ways of resolving students' problems. These typify the counsellor as a life skill educator and human resource developer.

LIFE SKILLS EDUCATION AND COUNSELLING.

School guidance and counselling promotes life skills education, and life skills education promotes students' ability to acquire psychosocial competence. Psychosocial competence on its own promotes good health in the wildest sense, physical, mental and otherwise. Good health on its own is the wheel on which human capital development revolves. Optimal development cannot be attained among a sick populace.

Psychosocial competence encompasses a persons' ability to deal effectively with the demands and challenges of everyday life. It is in the broadest sense, a persons' ability to maintain a state of mental wellbeing and to demonstrate this in adaptive and positive behaviour while interacting with others, his culture and environment (Weissberg, Caplan & Sivo, 1989). Accordingly, the most direct intervention for the promotion of psychological competence is that which enhances peoples' coping resources, and personal and social competences. This can be achieved in schools through proper teaching of life skills as supportive ensuring environments.

The World Health Organization (1997) defined life skills as abilities for adaptive and positive behaviour, which enable individuals to deal effectively with the demands and challenges of every day's life. Life skills are innumerable and the nature and concept of life skills can depend on and differ according to cultures, settings and conditions. In the skill based on health and initiative of the students of students, there are a core set of skills which are fundamental: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self awareness, Empathy, Coping with emotions and Coping with stress (WHO, 1997:1)

Caplan, Weissberg, Giber & Jacoby (1992) wrote that teaching life skills as generic skills in relation to everyday life could form the foundation of life skills education for the promotion of mental well-being and healthy interaction and behaviour. More problem skills, such as assertively dealing with peer pressures to use drugs; to have unprotected sex, to become involved in alcoholism, vandalism etc. could be built on this foundation. Teaching skills in this format as part of broad based life skills programmes, is an effective approach for

primary prevention education. Life skills teaching promote the learning of abilities that contribute to positive healthy behaviour, positive interpersonal relationships, and mental well being.

Life skills programme, development and implementation are essential in schools. They can be applied in other settings in and outside the school setting for maximal gains from psychosocial interaction and vocational effectiveness and efficiency. Besides, the needs of young people are all embraced and executed in the life skills educational programmes to enable the child to live a meaningful life and be useful to both him and the society. This is also another objective of school guidance and counselling programmes.

HUMAN RESOURCE DEVELOPMENT: A PRODUCT OF COUNSELLING AND LIFE SKILL EDUCATION.

The Federal Republic of Nigeria (2004:12) maintained that “in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among children, career officers and counsellors will be appointed in post primary institutions.” This indicates that the counsellor is a major factor in the process of vocational development among students. As well, this is an aspect of human resource development. Counselling enables the students to explore, define, analyse, discover, redesign and equip themselves with mechanisms and opportunities to be more resourceful, productive and live a satisfying life. Thus Olayinka (2009) maintained that the school guidance programmes facilitate a planned intervention within a school system which stimulates the total development of individuals in all areas of life. Occupational interests are typified in schools, pursued and vocational goals are set.

Ehizogie (1992) defined human resource as the power supplied by human physical effort and indeed the number of persons available for specific services. It is the total supply of personnel meant to enhance the achievement of organizational goals. In effect, it connotes the availability of human labour that is purposefully channeled appropriately in order to enhance optimal productivity in a work place.

Human resource development starts in school. Simply put, it connotes the process of preparing and equipping people with appropriate on- the- job skills and aptitudes. It is the training of manpower to enhance qualitative workforce meant to optimally achieve organizational goals. Human resource development begins with well articulated school guidance programmes and vocational education. Abiri in Egbo (2009) hinted that if our society is not to be plagued by a world of disgruntled, frustrated and unrealistic individuals,

secondary school students should be exposed to available opportunities and social expectations in the country through career guidance and counselling. Through vocational counselling, students are assisted to choose and enter specific occupational areas that are consistent with their talents, abilities, aspirations, attitude, values, interests, skills and personality bearings.

CONCLUSION

Guidance and Counselling therefore combines life skills as well as vocational education to make people fully developed to be able to help themselves and the society. Career development starts from school and is a continuous process of making work related decisions preceding and leading to engagement in occupations which guide the individual during and after the job. The relationship between Guidance and Counselling, life skills education and human resource development is massive. The three are keenly related and are all aspects of national development because they promote the education for all agenda. Without proper school counselling, life skills education is not feasible and without good life skills education and proper school counselling, there would be no meaningful career development. All of them constitute ingredients that enhance the six typified goals of education for all.

RECOMMENDATIONS

Based on the discussions so far, the following recommendations are made;

1. All schools must enjoy the services of professional counselors.
2. Universities should be given the mandate to produce more counselors.
3. Universities should provide greater specialization in all areas of counseling especially at Masters Level.
4. All stake holders in education must contribute to the development of Guidance and Counselling.

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mediterraneanresearchpub@gmail.com