



ABSTRACT

The paper titled reviewing education laws, and policies in Nigeria: The imperatives for achieving effective and efficient guidance and counseling in goals directional ways for functional literacy development is focused on the relics of information climaxing conceptual framework of guidance and counseling, the targeted and enshrined goals of counseling and in the National Policy on Education, an overview on the developments of functional literacy.

REVIEWING EDUCATIONAL LAWS AND POLICIES IN NIGERIA: THE IMPERATIVES OF ACHIEVING EFFECTIVE AND EFFICIENT GUIDANCE AND COUNSELING IN GOALS DIRECTIONAL WAYS FOR FUNCTIONAL LITERACY

***ABDULLAHI ADAMU BABANGIDA;**
****IBRAHIM MOMOH ANABE (Ph.D); &**
*****ISMAIL AMINAT ATUNDE**

Department of Educational Psychology, School of Education, FCT COE Zuba – Abuja **Curriculum Studies and Instruction, School of Education, FCT COE Zuba – Abuja *Educational Foundation, School of Education, FCT College of Education, Zuba – Abuja*

INTRODUCTION

The development of functional literacy is a relics of measures such that has to do with quality and quantity delivery of education practices. Fostered and facilitated to the learners. This development ensured the learners to make psychological adjustment. Psychological adjustment as thus stressed and focused by Babangida and Caroline (2021) posits that is a state or status of sound development in memory, desirable interest, good temper and desirable attitudes as constituents of psychological adjustments measures of the child in teaching and learning in order to be productive, innovative and creative. Hence, the said psychological adjustment entails an embodiments of personality attributes and traits that seems to be the tendency for a particular person's growth and development. In this perspective, psychological adjustment as focused on and streamlined by Babangida and Caroline (2021) highlights that



In this vein, the paper dwells on areas of achieved counseling service such that leads to make an individual productive, creative and innovative tailored to making them (client) more relevant to themselves, families, societies and nation, furthering this course if development, the paper provided a discourse on effective and efficient counseling as focused on parents, teachers, students and provided information on enriched teaching and learning environments where the school teacher-counsellor rendered the most needed counseling service. Having outlined his unique professional discipline qualities and ethics streamlining his service delivery for making realization the enshrined goals of counseling as featured in the National Policy on Education.

Keywords: *Guidance and Counseling, Functional Literacy, Counselling Services, Education Delivery Practice, Teaching and Learning Environment.*

psychological adjustment indices measures are such that borders on achieving sound body, health, mental health and well being of individual towards achieving school effective and efficient counselling system among others. Effective and efficient counseling system are such services that strives to achieve balance as stimulus in moulding the personality of the learner towards making him/her adjustable and adaptable in reflections of ability and capability tailored to his/her unique world of work. Thus, the relevance of guidance and counseling services towards quality education delivery had made it to be part and parcel of curriculum provisions undertaken in functional mainstream school socialization practices such that is responsive and tailored to fend for the psychological adjustment of the learners so as to make him beneficial to himself, family, society and nation alike. Thus, this information is focused on as streamlined the framework of Nigeria philosophy of education as contained in the National Policy on Education (NPE, 2004).

In this gesture, the development in this service delivery is targeted at making for provisions of career masters and counselors to be appointed at schools levels as part of policy implementation framework (NPE, 2004). Hence, the role of teacher counselors in school socialization practices and functions is geared towards making realizable the goals and objectives of counseling spelt thus:

- To assist students acquire as early as possible a positive image of self, through self understanding, self direction and skill in problem-solving and decision making;
- To assist teachers, other school staff members and parents in understanding, the needs and problems of each and every student.



- To assist school administrators in providing educational opportunities and programmes of interpersonal relationships and
- To mobilize all the available resources of the school, home and community, for the satisfaction of students' educational, vocational and psycho-social needs. Tarda and Adamu (2017). Hence, the relevance of guidance and counseling services is a term-tide for the development of functional literacy.

Conceptual Framework of Guidance and Counseling

According to Tarda and Adamu (2017) see guidance in the sense and form of assistance that involve many activities that will help the individual understand himself or herself more and the problem. Further, Akinde (1996) and Chinkuks (2012) cited in Tarda and Babangida (2017) in specific terms maintained that the concept is a more directive or perspective form of assistance. Having further expressed that this means the assistance based on providing information that enables one to give definite instructions to the person being helped. Similarly Idowu cited in Tarda and Adamu (2017) stated that guidance is a family name for all helping services within the the general educational and community systems. Furthermore, Akinde et al (1996) cited in Tarda and Babangida sees counseling as a more open and less directive method of helping in which alternative are laid open before the client and the final decision is left for him or her to take. It is in this regard that Olayinka (1972) Tarda and Adamu (2017) see counseling as a process whereby a person is helped in a face to face relation. Hence, Makinde (1983) cited in Tarda and Adamu (2017) explained further that counseling as an enlightened process whereby people help others by encouraging their growth.

Therefore, they perceived that guidance and counseling is a lifelong process of which the outcome can make or mar the life growth of an individual. Thus, according to them, guidance and counseling is the psycho-social services rendered to the fairly normally individual with fairly normal problems. In this context, Kolo (1992), Tarda and Adamu, (2017) refers that guidance is the umbrella term used for all helping services. While counseling is the subset of guidance. Hence, Muhammad and Aliyu (2015) as well as Tarda and Adamu (2017) stressed the need for guidance and counseling services stating that people cannot be ruled by force or by fear or by power but through their minds (thoughts) and that ever before they can be conquered by their spirits. Hence, the role of guidance and counseling education is portrayed as an evolving field in educational services that can curtail and check insecurity challenges bedeviling our institutions of learning which invariably implies how to make an individual achieve psychological adjustment streamlining productivity, creativity and innovation as stimulus in the development of functional literacy.



The Conceptual Framework of Functional Literacy

According to Babangida and Bagiwa (2021) states that functional literacy is conceptualized as a measure on the totality of training and retraining one receives from his/her interactions in the teaching and learning environments, through a process of fostered and facilitated curriculum provisions such that leads to job performance, productivity, creativity and innovations. Furthering this course of development functional literacy is a byproduct of values oriented form of education which attributes are ingredients that are attached to measures of quality and quantity in education delivery practice. In this regard, functional literacy determines witness that can lead to judgmental statements in terms of job performance, high productivity, enhanced creativity and innovations. Thus, Osat (2004) cited in Babangida and Tarda (2015), Babangida and Bagima (2021) stream line that functional literacy is an embodiment of training and retraining that expresses and enhanced individual capacity building in job performance as a result of knowledge, skills, attitudes, beliefs and norms that are acquired in quality education delivery practices.

Therefore, functional literacy such that streamline value education climaxed the context of education that is aimed at changing people feelings, emotions, beliefs and values. Thus, achieving functional literacy is a relics of development in values oriented form of education as stipulated in National Policy on education (NPE, 1998:8) as cited in Babangida and Tarda (2017) highlighted the following (a) respect for the worth and dignity of the individual (b) faith in man's ability to make rational decision (c) moral and spiritual principles in interpersonal relations; (d) shared responsibility for the common good of the society (e) promotion of the physical, emotional and psychological development of all children and (f) acquisition of competencies necessary for self reliance (Babangida & Tarda, 2017).

The development of Functional Literacy as being attributed to high productivity, creativity and innovations are stimulus towards making a psychological adjustment such that portrays individual personality traits and attributes in transforming the life of individual, family, society and nation. For, creativity as given by Babangida and Bagiwa (2017) maintains that creativity is human specific, seen as predisposition to generate and promote new in all its forms because it is innate but equally to everyone. Creativity is the basis of innovation which in turn serves as the engine of progress and the most important factor of competitive. Productivity on the other hand, Babangida and Bagiwa (2017) portrayed it to be vested efforts processes involved machinery or structures involved coupled with financial or resources implication and benefits of products in educational system. Hence, productivity is the totality of production of service and its delivery to recipients in order to mould labour force for transformation of produce fashionable and desired products needed as caliber of required lives and society. They are factors that affect productivity in the teaching and learning environment. These include among others



things the personality of teacher, the richness of teaching and learning environment in terms of facilities, equipment and conduciveness.

The Imperatives of Achieving Effective and Efficient Counseling in Goals Directional ways for the development of Functional Literacy

Guidance and Counseling is an educational psychotherapy services delivery geared towards helping and individual understand himself and his world. An educational service delivery meant to assist individual children to attain the fullest self-development and self-realization of their potentials. Thus, this is achieved through effective and efficient counseling being the sub-set of guidance rendered through an interactive process and sessions between the counselee and the school teacher-counselor. This development had made the school teacher counselor to be more disciplined in ethical values and orientations streamlining counseling services delivery. Such that has to do with ensuring safety of clients, rendering the counseling services in a very much confidential ways, documenting counseling information elicited from the clients and making the counseling service delivery virtual and mutual trust contracts among other ethical values.

Hence, Babangida and Aduke (2017) highlights the goals of counseling in terms of making and helping the students towards acquiring the skills of self studying, self-analysis and self-understanding, to develop in students awareness of opportunities in educational, vocational and personal, social areas. By providing them with appropriate, useful and usable information to make them adapt and adjust to teaching and learning embedding curriculum provisions. Moreso, it streamline service delivery that makes students to make appropriate and satisfactory choice(s) in relevant areas in terms of educational, vocational and personal social endeavours. It hinges on helping students acquire skills of collecting, collating and using appropriate information endeavouring creativity, innovation and enhanced productivity as a result of training the mindset and character development skills from school programmes. Such that are relics of main and co-curricular developments activities fostered and facilitated to the learners streamlining goals directional ways. In a similar gestured the goals of effective and efficient counseling is a focus of assisting educational under achievers to maximize their potentials of human endeavours centered on aforementioned areas of performance (creativity, innovation and productivity) in order to make them beneficial and responsible to themselves, family, society and nation. Hence, the differences that cuts across individuals in terms of genetic factors and interactions with environmental variables which is responsible for differential levels of abilities and capacities as well as performance of individuals in educational task delivery as tailored to individuals in school socialization practices and functions to be improved and ehnaced through effective and efficient counselings by the school teacher counselor.



Thus, these educational guidance and counseling service areas are streamlining orientation, appraisal, information, placement, referral, follow-up and evaluation services as well as relevance in areas of drug education counseling. These outlined, services are very much more instrumental in making the goals of counseling and philosophical statements achievable as outlined in the National Policy of education (NPE, 2004). Thus, this highlights the development that makes educational guidance and counseling services to be a kind of value oriented in individual personality development such that make the service delivery to be considered as preventive, interventive and post. Hence, Denga (1986) cited in Babangida and Tarda (2016) as well as Babangida and Tolorunleke (2017) noted that educational guidance is needed in Nigeria schools today for an obvious reasons such that include the increasing competitive educational system and its complexities, external pressures on students to perform better in school oriented given task. Which are obvious reasons that provides for students justifications in partaking drug abuse syndicate. Babangida and Tolorunleke (2017) posits that drug abuse syndicate typifies students negative behaviors manifested in order to boast their ego by burning the midnight oil studying for academic performance to be attained of which such behaviours are maladaptive and maladjusted to teaching and learning and its development as well as promotion of functional literacy.

Achieving effective and efficient guidance and counseling through aforementioned counseling services are pivotal in moulding and changing the behaviours of the learners strengthening, geared and directed in ethical oriented ways and values towards imparting and acquiring the much needed skills, knowledge, beliefs systems, competencies, attitude and orientations in promoting the personality of the learners towards making him adaptable and adjustable in personality traits and attributes that confirms to make educational goals and aims realizable/attained to the learners. Hence, learning is said to be a stimulus of changed in the behavior of the learners. In this context, effective parenting is stimulus in achieving effective and efficient guidance and counseling streamlining the development of functional literacy. Thus, acquiring effective parenting skills is a relics of development that pivots the conducts of parents as roles models in ensured ways of implanting and entrenching moral values, norms and beliefs system behavioural modifications, re-orientations such that can make their siblings be raised in moral standard and uprightedness being instrumental for the attainments of the Nigerian philosophy of education such as raising leaders for good governance in the quest that can make visionary statements and developmental tasks more achievable for making an individual responsible to himself, society and nation alike (Babangida & Tolorunleke, 2017).

Similarly, achieving effective and efficient guidance and counseling is a relics that streamline making school mainstream socialization teaching and learning environment to be more rich with facilities, gadgets and equipments towards making the environment



more secured, healthy, stimulated and simulated for accomplishing educational tasks delivery such that enables ones to learn at his own pace and which sustains individual growth and development in response to curriculum provisions fostered and facilitated to the learners in goals directional ways which invariably facilitates, promotes and enhanced creativity, productivity and innovations. Which in variably promotes the development of global competitiveness in today's ever changing world and place of work that requires adaptable and adjustable behaviours. Ugwoke, (2021) and hence, the gesture of guidance and counseling services that streamline the procedures of approaches, strategies and interventions such that makes an individual adjustable and adaptable in order to make an individual personality traits, character and behaviours modifications serve the relevance of their peculiar needs, families, societies and nation sustained in growth and development. Babangida and Tolorunleke (2017). In a similar gestures, effective and efficient guidance and counseling system should streamline the context of elimination and curtailing all forms of behaviours that are anti-social, maladjusted and maladaptive and such that causes psycho-social problems and challenges in form of abnormal behaviours typifying bullying, striking violence (cultism), conceiving unwanted pregnancies, which led to incidence of school drop-outs, truancy behaviors, examination malpractice behaviours demonstrated in teaching and learning environments. As such abnormal behaviours are borne-out of drug abuse, smoking and drinking as such behaviours too are maladjusted and maladaptive to personality development. Thus, the effective and efficient roles of aforementioned guidance and counseling services with particular reference to drug education is stimulus and vibrant in making learners more psychological adjustable to effective teaching and learning for quality education delivery. Hence, these counseling services delivery streamlining this perspective is a catalyst towards making learners to develop awareness of their own strengths and weakness or limitations to develop adequate level of aspiration, or envisaging the provisions of means for the satisfaction of basic needs, biological, emotional and social as well as inculcating the norms and spirit of dealing with adverse circumstances (Muhammad and Aliyu, 2015). Hence, this contexts leads to promote the development of positive interests and right attitudes, promote mental health and wellbeing of individual learners, sustained intrinsic-motivational stimulus to effective and efficient teaching and learning such that can make education delivery practice achievable in goals directional ways embedded in the personal attributes of a well adjusted learners. For psychological adjustments implies achieving a state of sound memory development, promoting desirable interest, good temper, evolving and imbibing desirable attitudes as these are constituents typing a psychological adjustable person measured in a learner's behavior in order to be productive and creative. As these measures are typically the attributes and traits of the psychological adjusted learner's growth and development in expressing the interactions between-genetic factors and environmental variables streamlining culture, peer group relations, group



experience among others. Hence, psychological adjustment as components of personality constructs of an individual in terms of to and within self, social adjustment, adjustments to academic and co-curricular activities, adjustments to conform to use of facilities and other routine school activities for quality education that is functional literacy, (Babangida & Tolorunleke, 2021).

In this perspective, effective and efficient guidance and counseling hinges on a measured personality attributes of a teacher(s) and learner(s) in sound mental health and wellbeing as well as character development. The teacher is such as personality figured person in attributes that make him a facilitator and disseminator of educational information to the learners. The teacher plays a vital role in interacting with curriculum provisions, the learning environments, mental abilities and capabilities of the learners and also interacts with methodologies in order to fostered and facilitate effective and efficient teaching and learning to the learners in goals directional ways. In respecting of the differences that cut across individual learners in terms of culture, ethnic background, geo-political entity and a host of others variables in sociological perspectives. Hence, the quality attributes of a teacher are pronounced so much as that which makes him a pivotal in teaching and learning business and by way of removing learning difficulties as barriers to effective teaching and learning, the personality attributes of a school teacher counselors is also pronounced with some given qualities apart from being professionally trained. These said qualities must revolve round him in order to render effective and efficient counseling in goals directional way(s). For, he must be an active listener, skillful in observations, skillful in summarizing information, must be a keen and good observer, skillful in constructing straight forward leading questions such that can enable him elicit the much need information from his clients. He must be attentive when decoding an encoding information from or to the clients. The Possession of these qualities and afore-mention others made him to be trained teacher and qualified counselor in rendering counseling services that can be instrumental towards identifying clients problems and by way of making recommendations inform of psychotherapy treatment such that can amileorates the clients problems by making the clients adjustable and adaptable in behaviors conforming to education task delivery practices for educational goals to be achieved or accomplished. Hence, the pivotal roles of the teacher-counselor in guidance and counseling delivery service embedded quality education and the development of functional literacy in changing behaviours, misconceptions, acquisition of rightful skills, attitudes, beliefs and knowledge towards enhancing productivity, creativity and innovations (Babangida & Bisallah, 2020).

Moreso, quality education delivered by teachers is an attributes of developments in functional literacy. Which is value oriented form of education aimed at changing peoples feelings, emotions, beliefs and values and having concerned itself with inner developments of the individual. Thus, value oriented form of education is a relics of



development in the trove of knowledge, culture, skills, career etcetera. Thus, the National Policy of Education stipulates that the quality of instruction at all levels of education should be oriented towards inculcating the following: Respect for the worth and dignity of the individual, faith in man's ability to make rational decision, moral and spiritual principles in interpersonal and human relations, shared responsibility for the common good of society, promotion of the physical, emotional and psychological development of all children, and acquisition of competencies necessary for self reliance (Babangida & Badamasi, 2004).

Conclusion

Guidance and counseling services are essential psychotherapy treatments geared toward making educational service delivery more relevant tailored to meet the needs of individuals, society and nation alike. Thus, the guidance and counseling services streamline the need to make individual more productive, creative and innovative through a value oriented form of education. Therefore, guidance and counselling services strives at promoting the developments in interactions in teaching and learning process visa-vis the interactions that pervades between the teachers and learners as personality variables as well as teacher-students interactions with learning environments, facilities equipments, gadgets and streamlining the services of other stake holders (parents) in particular towards ensuring the realization of its policy statements spelt thus: to assist students in making appropriate and satisfying personal, social, educational and vocational choice to assist acquiring as early as possible a positive image of self direction and skills in problem solving and decision making, to assist school administrators in improving educational opportunities, programmes of interpersonal relationships and to mobilize all of the available resources of the school, home and community for the satisfaction of students educational, vocational and psycho-social needs (Muhammad & Aliyu, 2015).

Recommendations

- i. Teaching and learning environment should be made peaceful, secured and healthy for achieving excellent education delivery practices in goals directional ways;
- ii. Teaching and learning environment should be enrich with facilities equipments and gadgets in order to make it stimulated and simulated for positive interactions with environmental variables in quality oriented ways.
- iii. Teachers need to be properly remunerated in order to entice and task them towards improving their educational delivery services;
- iv. There should be provision of scholarship award and even loan facilities free from interest in order to promote educational humanitarian service delivery.



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