



**Thesis by
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Bayero University

**Assessment of the Implementation of
Selected Aspects of the Blueprint on
Guidance and Counselling in Nigerian
Secondary Schools**

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Assessment of the Implementation of Selected
Aspects of the Blueprint on Guidance and
Counselling in Nigerian Secondary Schools

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CERTIFICATION

I certify that this thesis was written and compiled by me. I also certify that to the best of my knowledge it has never been presented wholly or partially for the award of any degree or for publication elsewhere.

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DEDICATION

This work is dedicated to my Parents and the entire members of my family

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ABSTRACT

This study assesses the implementation of selected aspects of the Blueprint on Guidance and Counselling in Nigerian secondary schools. Eighteen research questions guided the study and six major hypotheses were formulated and tested. Aspects of the descriptive statistics were used to find out the extent of the implementation of the main variables and chi square statistical method was employed in the analysis of the research hypothesis. Six thousand, three hundred and eighty seven public secondary schools constituted the population of the study, out of which one hundred and sixty eight respondents were sampled out using purposive sampling technique. Some of the findings reveal that there is low implementation of the administrative aspects in all the studied schools which cut across various categories of the public secondary schools in Nigeria (co-education, single sex male and female, day and boarding, junior and senior secondary schools, states and the geo political zones). With regards to financing aspect also there was low level implementation in Nigerian secondary schools. The same situation exists in respect of the evaluative aspects of the Blueprint in terms of its implementation in Nigerian secondary schools. Differences were observed with regards to the implementation of the three aspects among states of the federation as well as the geo-political zones and various categories of the sampled schools. It is hereby recommended that Guidance and Counselling activities should be made functional through providing facilitative environment in which both teaching and non teaching staff should be fully mobilized to take part in guidance and Counselling activities; adequate facilities need to be provided; capacity building must be encouraged on the part of Counsellors; financial backing is highly needed to improve the standard of the Guidance and Counselling services in Nigerian Secondary Schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Guidance and counselling consists of dynamic activities, which change with the changing needs of the time. Throughout human life, man needs someone upon whom one can depend, someone who can listen and who is always ready to help man out of his problems, conflicts or sufferings. This could partly account for why in ancient and traditional societies philosophers, priests, and representatives of the gods or religions played a dominant role in controlling the destiny of others. According to (Bulus, 2001), certain portion of the Nigerian population depends more or less on the counsel of traditional helpers like Babalawo, Boka, Dibia etc. It is quite natural for a human being to have somebody whom he can trust in his life and to whom he can disclose his problems, incapacitations, or secrets of any kind. It is a known fact that all people have problem(s) peculiar to them and as such people, naturally always seek solutions to their problem(s) through a number of strategies such as advise seeking, consultations, trial and error, denial, restrictions etc.

In 1977, a policy on education evolved which was national and presumably indigenous, which was later revised in 1981, 1988 and recently in 2004. In it, a specific paragraph proposed the need of providing guidance and counselling services in Nigerian secondary

Schools. The policy clearly states in section eleven (11) paragraph 101, item (j) that:

In view of the apparent ignorance of many young people about career prospects, and in view of the personality maladjustment among schoolchildren, career officers and counsellors will be appointed in post primary institutions. Since qualified personnel in this category are scarce, government will continue to make provisions for the training of interested teachers in guidance and counselling and counselling will feature in teacher education programmes. Proprietors of schools shall provide guidance counselors in adequate numbers in each primary and post primary school(p53).

In their attempts to implement the policy provision on guidance and counselling in Nigerian schools governments both State and Federal each went its own way. So the idea of having a Blueprint complimentary to the national policy on educational provision in respect of providing guidance and counselling services in our schools mooted up. The National Council on Education made a recommendation for the production of a policy document in form of blueprint. As a result, the Federal Ministry of Education printed the first edition of *'Blueprint on Guidance and Counselling for Institutions in Nigeria'* in July 2000, and reprinted it in August 2001. The essence of the Blueprint is to serve as guidance, a working document sequentially arranged to reflect the counselling needs of Nigerian students and clients at different levels of education. Arewa House also made corresponding efforts in coming up with a Blueprint on Guidance and Counselling in 2001 in its effort towards improving education in Northern Nigeria (Arewa House, 2000) as one of the agenda

for action during the summit of education of Northern States of Nigeria, January 2000. The Counselling Association of Nigeria (CASSON) has also made similar effort to complement practitioners, and help beneficiaries to derive maximum benefits.

Taking into cognizance the efforts made by the federal government in making a provision of guidance and counselling in post-primary institutions as well as training personnel to man important positions of school counselors in assisting individual students to resolve their difficulties in life and to make informed decisions, the blueprint also compliments guidance and counselling practices in different levels of education which guides practitioners. All these were done to assist students to have a clear self-concept, abilities, aptitudes, limitations, and maximize their benefits from guidance and counselling services. Such services were delivered to students by counsellors for proper development and avoidance of human resource wastage by either dropping-out from the school system or lacking a proper guidance.

In guidance and counseling practices, the main concern is how to assist the individual client(s) to understand himself, the world around him, so that he can live a normal and well adjusted life, as pointed out in the blueprint on Guidance and Counselling for Educational Institutions in Nigeria (2001). In discharging their duties counsellors are at liberty to employ any of the counselling approaches they feel can suit the situation and will be of great benefit to their clients. It should be noted that these approaches differ from one counselor to another even though the goal of

assisting the individual remains the same. Introducing guidance and counselling activities in secondary schools in Nigeria requires, among other things, giving due consideration to the philosophy and objectives of education as they generally relate to that particular level of education. As such, guidance and counselling activities must take into consideration the objectives stipulated for that specific educational level.

The services provided need to be taken into consideration as well, which depend on the structure of the school, the developmental needs of the students and the level of education one is operating. The financial implications are considered while running guidance and counselling activities. This is because it is both financial and human intensive. Counsellors need to have adequate resources to function well. And the financial commitment to facilitate guidance activities and meet the expectations. Furthermore, the size of the school, that is, student's population, and the composition of the population should be put into consideration in rendering guidance and counselling services. These and several other reasons accounted partly for the emergence of a Blueprint in 2001, which provides a common focus and a reference point for the practitioners. The Blue print provides a broad spectrum for which practitioners can draw inspirations, their individual approaches or techniques notwithstanding.

The blueprint is made up of thirteen sections: guidance and counselling for pre-primary, primary, nomadic education, junior and senior secondary education, vocational and technical education, adult and non-formal

education, special education, counselling for the gifted children, counselling for rehabilitation, administration of guidance services, funding, and research and evaluation on guidance and counselling. Each aspect outlined the rationale, objectives, scope, activities and strategies of operation.

Educational administration has to do with a proper supervision and management of all the various sections of the school system in Nigeria for their efficient functioning. It needs not to be overemphasized that, guidance and counselling is one of those services that can make an important contribution towards the achievement of designed goals for proper adjustment. As such, the administration of guidance and counselling in an ideal manner will provide a conducive environment for the practice of guidance and counseling. This will also facilitate functional guidance and counseling units in Nigerian secondary schools as well as, encourage peaceful coexistence among the principal officers of the school and guidance personnel. As administering guidance and counseling is a joint effort of teachers, school counselors, principals as well as other Para guidance personnel are involved (Denga, 1983(a)). The job description of every participant needs to be outlined and he or she should be encouraged to play his/her role(s) in order to succeed.

Financing of guidance and counseling in our secondary schools entails the allocation of enough funds, to facilitate its services and record tremendous success. Funds can facilitate the projection of guidance and counseling activities in Nigerian secondary schools. The set out goals and

objectives can easily be attained. This impliedly means adequate allocation is expected.

The evaluation of guidance and counselling is the tool which if fully utilized can provide useful information about the success or otherwise of its activities. Evaluation in guidance and counselling activities is regarded as the vehicle, which moves guidance practices forward because of incorporating new ideas that facilitate and improve the existing ones. Guidance and counseling practices in our secondary schools (Nigerian) need to be evaluated. This will provide the possibility of assessing the extent to which the practices are meeting the need for which they were established. It is the only effective means through which the necessary adjustment can be made in order to improve the quality of the delivery system. It is only through evaluation one can determine the success, failures, problems and feedback by the beneficiaries of guidance and counseling services (Denga, 1983 (a))

1.2 Statement of the Problem

The main problem of this research is to study the extent to which the administrative, financing and evaluation aspects of the blueprint on guidance and counseling in Nigerian institutions are being implemented in Nigerian secondary schools. Efforts were geared towards exploring the extent of the implementation at various levels of secondary schools in Nigeria and the differences if any among the schools.

The administration of guidance and counseling entails the development management and sustenance of its activities, which simply begins from

the determination of the need for guidance and counseling services in schools, request for personnel, and allocation of resources, facilities and equipments. It also encompasses the specification of the functions and roles of the counsellor and the responsibility of supporting staff and determining student's interest in the guidance activities in Nigerian secondary schools. In summary, guidance and counseling administration is the organization, supervisions, management and development of various sections of guidance activities for efficiency.

The administration of guidance and counseling in Nigerian secondary schools is, therefore, suppose a collective responsibility. This is because it is not the professional domain of any single group. The desired goals can only be achieved if concerted efforts are being geared towards its administration by principals other senior officers of the school, teachers, parents, school counsellors and so on. But unfortunately in some situations rivalries tend to occur between principals and members of staff on one hand and counsellors on the other. This probably has to do with the misconception that guidance and counselling is an aspect of schools administration.

Financing guidance and counselling activities entails: sourcing, allocating and adequate provision of funds in order to convey out its services successfully. The goals of guidance and counselling activities are attainable if funds are adequately allocated to it. This is because funds are of paramount importance to any human endeavor. It has to be realized, the facilities needed for guidance and counselling activities in Nigerian

secondary schools and other related issues need sufficient fund for proper implementation. For the effective delivery of guidance activities, there is need for funds that can adequately cater for traveling, organizing seminars, workshops, conferences, talks, write-ups and research. It is also through these funds that research is easily conducted on various problems that are inherent in Nigerian secondary schools with a view to providing effective intervention procedures. Some of these problems are examination anxiety, truant behaviour, stealing, poor concentration, learning difficulties, hyperactivity, study habits, development problems as well as intra and inter personal-relationships. Finance is highly needed for the training of personnel, maintenance of counselling clinics (office, centre) developing and purchasing psychological tests for scientific approach to counselling activities in Nigerian secondary schools.

Evaluation of guidance and counselling activities involves determining to which extent the objectives of the guidance services were achieved. It also entails assessing the counsellors' performance in Nigerian secondary schools and the extent to which students (clients) have benefited. It is a means of checking and balancing through which areas that need attention are realized. It is only through evaluating guidance activities in Nigerian secondary schools that those areas deserving more efforts by counsellors and supporting staff can be explored, and desired attention be rendered. This will, in no small measure promote students' well-being and facilitate their development. Evaluation determines success, examines weakness and allows recommendations for changes in the future.

Various needs of the clients deserve counsellors' attention. Along the line, when such efforts are judged as successful or otherwise, there is the need to evaluate their activities. It is only through such evaluation that vital things are discovered. So as to give room for re-adjustment, to make guidance and counselling practice in Nigerian secondary schools more relevant and beneficial to students and be able to meet the challenges of the present society. It is also when we are able to evaluate guidance and counselling activities properly that we can claim to have succeeded in helping secondary school students to stand the test of time.

These and other relevant factors prompted the present researcher to embark on an intensive research throughout the federation on the implementation of three aspects of the blueprint on guidance and counselling in Nigerian secondary schools (administration, financing and evaluation).

1.3 Objectives of the Study

To carry out an assessment of the implementation of certain aspects of the blueprint of guidance and counseling in Nigerian Secondary Schools, the following objectives were formulated. The objectives of the study therefore are to:

- 1 Assess the extent of the implementation of the administrative aspect of the Blueprint of guidance and counseling in Nigerian secondary schools.

- 2 Assess the extent of the implementation of the financing aspect of the Blueprint of guidance and counseling in Nigerian secondary schools.
- 3 Assess the extent of the implementation of the evaluation aspect of the Blueprint of guidance and counseling in Nigerian secondary schools.
- 4 Compare single sex (male) with co-education secondary schools in terms of the implementation of administrative, financing and evaluation aspects of Blueprint of guidance and counselling in Nigerian secondary schools.
- 5 Compare single sex (female) with co-education secondary schools in terms of the implementation of administrative, financing and evaluation aspects of Blueprint of guidance and counselling in Nigerian secondary schools.
- 6 Compare senior secondary schools with junior schools in terms of the implementation of administrative financing and evaluation aspect of Blueprint of guidance and counselling in Nigerian secondary schools.
- 7 Compare day schools with boarding schools in terms of the implementation of administrative, financing and evaluation aspect of Blueprint of guidance and counselling in Nigerian secondary schools.

8. Compare states in various geo-political zones in terms of the implementation of administrative, financing and evaluation aspects of Blueprint of guidance and counselling in their secondary schools.

1.4 Research Questions

The problem under investigation was further broken down into smaller manageable units in form of research questions. The research questions are as follows:

1. To what extent has the administrative aspect of the Blueprint of guidance and counselling been implemented in Nigerian secondary schools?
2. To what extent has the financing aspect of the Blueprint on guidance and counseling been implemented in Nigerian secondary school?
3. To what extent has the evaluation aspect of the Blueprint of guidance and counseling been implemented in Nigerian secondary schools?
4. What is the difference between single sex (male) and co-education schools in terms of implementing the administrative aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?

5. What is the difference between single sex (female) and co-education schools in terms of implementation of the administrative, aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?
6. What is the difference between senior and junior secondary schools in terms of implementation of the administrative aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
7. What is the difference between day and boarding schools in terms of implementation of the administrative aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
8. What is the difference between states in terms of the implementation of administrative aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
9. What is the difference between single sex (male) and co-education schools in terms of implementing the financing aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?
10. What is the difference between single sex (female) and co-education schools in terms of implementing financing, aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?

11. What is the difference between senior and junior secondary schools in terms of implementation of the financing, aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?
12. What is the difference between day and boarding schools in terms of implementation of the financing, aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
13. What is the difference between states in terms of the implementation of financing aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
14. What is the difference between single sex (male) and co-education schools in terms of implementing the evaluation aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?
15. What is the difference between single sex (female) and co-education schools in terms of implementing evaluation aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
16. What is the difference between senior and junior secondary schools in terms of implementation of the evaluation, aspects of the Blueprint of guidance and counselling in Nigerian secondary schools?

17. What is the difference between day and boarding schools in terms of implementation of the evaluation aspect of the Blueprint of guidance and counselling in Nigerian secondary schools?
18. What is the difference between state in terms of the implementation of the evaluation aspect of the Blue print of guidance and counselling in Nigerian secondary schools?

1.5 Hypotheses

The researcher raised six major hypotheses. They were analyzed and tested using chi square. Each of the hypotheses contains the three main variables (administration, financing and evaluation) of the research. The hypotheses are as follows:

1. There is no significant difference between single sex (male) and co-education secondary schools of Nigeria in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of guidance and counseling.
2. There is no significant difference between single sex (female) and co-education secondary schools of Nigeria in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of guidance and counseling.
3. There is no significant difference between senior and junior secondary schools of Nigeria in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of guidance and counseling.

4. There is no significant difference between day and boarding secondary schools of Nigeria in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of guidance and counseling.
5. There is no significant difference between states of the federation in terms of the implementation of the administrative, financing and evaluation aspects of the Blue print of guidance and counseling.
6. There is no significant difference between geo-political zones of Nigeria in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of guidance and counselling.

1.6 Significance of the Study

The outcome of the research would be of great significance to those who are in charge of guidance and counselling in Nigerian secondary schools. Issues related to the administration, financing and evaluation of guidance and counselling are sensitive to the success or otherwise of any given guidance activity within and outside school setting. Many trained and untrained Counsellors find it difficult to operate and assist students of secondary schools in Nigeria because of the condition they found themselves. The significance of this study can broadly be divided into two:

first, its contribution to knowledge: The findings of this research will contribute in no small measure towards providing an empirical research based document in the current development taking place in Nigerian secondary schools with regards to terms of guidance and counselling activities, which entails its administration, financing as well as procedures being applied in measuring the possible outcomes of such activities.

It is a common fact that there is serious dearth of indigenous texts on guidance and counselling in most libraries in Nigeria. Such texts (indigenous) are being written taking into cognizance other socio-cultural background, religious and values other than those upheld by our society. In that regards, this study has contributed towards providing reference points for those that are concerned with scholarship. The study also has enriched and bridged some of the gaps left by lack of an empirically based data that provide reliable information. The study has also paved way for others to emulate and embark on similar research effort.

Secondly, several other professionals and individuals will find the outcome of this research of great significance. Among such people that are likely to benefit include school counsellors, administrators, teachers, Para-guidance personnel, educationists, parents and students.

Further more, state governments, ministries of education through out the federation, federal ministry of education, guidance and counselling units of Nigerian universities as well as, colleges of education, are likely going to benefit from the outcome of the research. Administrators of Nigerian secondary schools will benefit from the outcome of this research. Since, it

has provided them with research-based document on the ideal practice of guidance and counselling in which they can draw inspiration on those vital roles expected of them so as, to make valuable and meaningful contributions towards facilitating and sustaining guidance and counselling activities in their respective schools.

School counsellors are the most important personnel that are to benefit from the outcome of this research. This is because, efforts were made towards improving their primary assignment, which is guiding and counselling students. This task entails assisting individual students (clients) to discover themselves, their environment, strength and weaknesses, as well as see the relevance of guidance and counselling in their lives.

The counsellors, if they judiciously utilize the findings of this research can realize those silent issues that can assist them in eliminating those aspects that are not relevant in administering, financing and evaluating guidance and counselling activities and properly adjust to what is expected of them as central figures in guidance and counselling activities.

Teachers based on their important position in the life of individual students will also find out the findings of this research of great significance. Teachers play important roles in the delivery of guidance and counselling services to students and they interact with individual students more than any person who is concerned with school activities.

This position gave them the ample opportunity of knowing certain needs

of students, which may not likely be known by principals or school counsellors. Through this research, consideration has been given to how such linear relationship between counsellors and teachers could be facilitated in order, to maximize their contributions towards assisting students to resolve their concerns.

Parents can also benefit from the outcome of this research. This is because the way and manner their sons and daughters problems are being handled and addressed were studied intensively as a result of which idea the situation of administrating, financing and evaluating guidance and counselling activities in their schools can be improved based on the recommendations made. By so doing, various needs of their wards could be competently met and as such, they could lead a meaningful life and become great assets to the society.

Students of Nigerian secondary schools are one the most important categories of people that would find the outcome of this research of great importance. This is because a lot of efforts was invested in carrying out the research so as to find out possible avenues of rendering and administering guidance and counselling services in a hitch free school environment, so as, to help them (students) resolve some of their developmental difficulties, as a result, of which they can be able to lead a meaningful life, and be useful to themselves and their society.

The research came up with new vital findings after which workable recommendations were made in order to facilitate the administration, financing and evaluation of guidance and counselling activities in Nigerian student's secondary schools.

State governments throughout the federation are to find out the outcome of this research of great benefit. This is because a document would be produced through which they can be furnished with vital information on the level of their commitments regarding administering, financing and evaluating guidance and counselling activities and what is expected of them in terms of financial and human commitment in order to alleviate and facilitate activities of guidance and counselling in respective secondary schools of their states. Their efforts will minimize the risk students from their respective states do face in terms of proper development, which can assist students to gainfully participate in the development of their state as well as the country in general.

Guidance and counselling units of Nigerian universities, colleges of education, federal and state ministries of education are also to find the findings of this research of great benefit because literature in this area is very rare and scarce (empirical). The research therefore serves as very important reference point to such institutions, ministries and units. The research explores important factors in relation to guidance and counselling activities in Nigerian secondary schools. Indeed, all the discoveries are geared towards assisting such important institutions in refocusing and reconceptualizing the state of guidance and counselling in

secondary schools in Nigerian as a result of which laudable efforts can be made to enhance and facilitate its activities in order to assist the younger generations whom the future of this country depend upon.

Generally, a research of this kind is highly needed at this material time. This is because, guidance and counselling is one of the most important services rendered to students of Nigerian secondary schools. This important service has been enshrined in the national policy of education for almost twenty-eight years now. Efforts were also made by the Federal ministry of Education in providing a policy document in form of a "Blueprint guidance and counselling for educational institutions". It is against this backdrop that one became interested in carrying out an intensive survey on administration, financing and evaluation of guidance activities in Nigerian secondary schools.

Each aspect is explored, studied, analyzed as a result of which valuable findings are generated as a result of which adjustments, modifications and new innovations can be made in respect of existing guidance and counselling practices in Nigerian secondary schools. It has to be realized that meaningful development can only be attained if we can endeavour to discover ourselves as well as our activities so that, issues that need to be modified should be discovered through which proper adjustment can be possible.

1.7 Scope and Delimitation of the Study

This study assesses the implementation of three aspects of the Blueprint on guidance and counselling in Nigerian secondary schools. The three aspects are administration, financing and evaluation procedures of guidance and counselling as provided for in the Blueprint.

This study has its background drawn from the blueprint on guidance and counselling in Nigerian schools. Only three aspects of the blueprint that is administration, financing and evaluation of guidance and counselling related to Secondary Schools in Nigeria were studied. This formed the bedrock of the assessment on the extent of their implementation. By schools' counsellors and other related staff as well as institutions.

Therefore, efforts were geared towards comparing the implementation level of various public secondary schools throughout the federation: Senior Secondary Schools with Junior, Day Schools with Boarding Secondary Schools, Single Sex (male) schools with Co-education Secondary Schools, Single Sex (female) schools with Co-education Secondary School, comparing schools from different States of the federation based on Geo-Political Zones. Indeed, it is a high time to conduct research of this kind in order to keep abreast of the current practice in relation to guidance and counselling in Nigerian Secondary Schools. In other words, the idea is to study the ideal situation, in terms of administering, financing and evaluating guidance and counselling activities in Nigerian secondary schools, in accordance with the provisions

of the Blueprint. In order to, supplement practitioners' efforts in assisting students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study. It contains the theoretical background of the research, an overview of guidance and counselling in Nigeria, guidance and counselling in the national policy on education, and also a review of administration, financing and evaluation of guidance and counselling as contained in the blueprint. Other areas reviewed include guidance and counselling for educational institutions, educational reforms, policy implementation, and highlights of other empirical researches.

2.2 Theoretical Framework:

Established theory may help us understand both restructuring at the school site and the connection policy and its implementation. At least three intellectual traditions provide a set of intellectual building blocks: (1) institutionalism and (organizational) culture theory; (2) compliance

theory; and (3) the notion of loose and tight coupling with systems. The first two come directly from disciplinary social science. Institutionalization/culture originated in both sociology and anthropology as interpreted by organizational theorists, and compliance theory derives from social psychology. Organizational coupling and organizational configuration emerged in the organizational science literature, although the latter contains overtones of earlier thinking from biology and sociology. Theories of **institutionalism** and **organizational culture** were discussed together because both deal with the powerful organizing principles that cause societies, organizations, and groups to persist over time and the tendency for everyday behaviors and habits to become entrenched, unexamined and influential even if they are no longer necessarily in the best interest of the group.

Research and writing on organizational cultures in education stresses the power of shared understanding and expectations reinforced over time (Cunningham and Gresso, 1993; Deal and Kennedy, 1982; Ott, 1989; Rossman and Firestone, 1988). School cultures delineate what its individuals are expected to know, how they are to behave, what the meanings of school sagas and stories are, and what new individuals have to learn in order to function effectively. Shared goals, shared experiences, and shared challenges strengthen the culture. Culture operates below the surface, and actors are often more aware of violations of the culture than they are of cultural norms. School, and for that matter district, cultures have distinctive elements. While two or more schools may appear to be

similar, their cultures are a reflection of individual and group relationships over time and may be dramatically different.

Part of the culture will be based not only on “what **we** are supposed to do,” but also on how a specific colleague or colleagues will respond or react. As Ouchi (1980) points out in **Theory Z**, strong cultures reflect social structures built on interpersonal “intimacy, subtlety, and trust”. Shared backgrounds and training, generally shared goals and values, and relatively low turnover creates stability in school cultures. However, so do alienation and individualization when linked with weak leadership and stability. School change, especially the extensive change required by some restructuring legislation, confronts the existing culture in many schools, and at times, the culture makes progress difficult or impossible. School reformers and change agents attempt to take culture into account through co-optation, through strategic manipulation of sub-cultures, and even through managing turnover. But this can only be done locally – state agencies cannot be knowledgeable enough about specific school cultures to craft policies that will be workable in every, or even most, school sites.

Institutionalist approach

The institutionalism approach takes the cultural issues of everyday organizational life to a societal level. As Everett Huges wrote in 1939,

The term institution is applied to those features of social life, which outlast biological generations or survive drastic social changes that might have been expected to end them... [There exists] a tendency of human beings to get set in their ways. ...Man transmits to future generations a great number of his acquired ways of behaving. He alone gives reasons for his ways, makes a virtue of them and glorifies them for antiquity.

Institutionalism is a very powerful concept when applied to education and educational change because all citizens – policy makers, teachers, parents – share a more or less common frame of reference about schools matter labels are remarkably similar to those of the past two or three generations. In our minds, they seem fixed and timeless, in part because almost everyone already experienced them at a time in their lives when they were shaping their worldview. Hence, most citizens have a clear sense of what schools are “supposed to be.” Metz (1990) calls the phenomenon “real school” while Louis and Kruse (1995) call it “schoolness”. The power of the institutional metaphor becomes clear in public reactions whenever legislators or educators attempt to change “basic” policies, for instance moving to year-round schools or eliminating letter grades.

Institutionalization is tied to legitimacy, a point stressed by the so-called “new institutionalists” whose work on organizations as institutions emerged in the late 1970s. Neo-institutionalism provides an explanation for the rationale, observable at virtually any time, for maintaining a status quo. This rationale seems so normal that people rarely appreciate ways in which they benefit from it or that it limits possibilities and options.

The concept, in both its “traditional” and “new” forms, also helps explain part of the inertia which we read as resistance to change, and the ways in which even changes get co-opted into the old order. This seems particularly relevant for understanding reactions to school restructuring

mandates. When schools do restructure, they often search out, visit, and sometimes copy other schools, and gain legitimacy from doing so. While limitations allow schools and other organizations to borrow or expropriate good ideas, it also reinforces organizational conservatism because shared expectations of what schools, even good schools, should be like, often encourage schools to conform to educator and public expectations of what schools are supposed to be like. Institutionalism explains the “chicken and egg” dilemma faced by most schools, that are challenged to change, because of external pressure, i.e. should they seek to improve within the boundaries of accepted norms of schooling, or do they look elsewhere, abandon the safety of accepted modes of doing business in hopes of dramatically improved results? Many constituents will not accept knowing fully well, these new ways of doing business (at least initially). As long as a school continues to resemble “real school,” the public and the school bureaucracy will grant it legitimacy. However, continuing to do what it has always done will likely result in what it has always gotten. Outside agents (reformers, accountability legislation, an ambitious superintendent) often advocate the abandonment of traditional structures in favour of large-scale redesign to bring about dramatic improvements in learning. Even the poorest performing schools have few incentives to take this leap in light of institutionalism norms. Educators risk losing legitimacy, which may be more important than improved educational performance.

The concept of **social compliance** allows us to take our exploration of school restructuring to the personal and interpersonal levels, and helps

explain why otherwise similar school buildings may differ from one another. Note, however, that as social psychologists (Aronson, 1988; Kelman, 1958; Yulk, 1991) have typically applied the concept, they have focused on personal, usually hierarchical, relationships rather than on the somewhat impersonal organizational forces that characterize school restructuring. Gary Yulk (1991, p. 13) suggests that compliance reflects an apathetic, unenthusiastic willingness to be responsive and usually implies that individuals will contribute only minimal efforts. Compliance may affect behaviour, in the short term at least, without affecting attitudes. Kelman's (1958) classic article on compliance makes a similar point; behaviour is altered to gain specific rewards or avoid sanctions without internalization of values. Aronson (1988) suggests the social psychology's approach to compliance, which treats it as being closely linked to both conformity and to social influence. In general, individuals will comply when they identify in some fashion with those who issue directives or requests. For example, they may personally like or respect their superiors, or they may share the same values or visions with them. In the literature on educational reform, this view is reflected by the attention given to the functions of leadership and the importance of a shared sense of goals or mission.

Some distinctive characteristics of schools and school reform make compliance especially relevant to understanding teacher behaviour. First, educational authority is diffuse, and at times quite distant, reducing power derived from hierarchical relationships. Buildings administrators

balance competing demands, and often have mixed feelings about state or district mandates, which makes them much more likely to equivocate or adopt a minimal, or complaint stance toward any policy, at least until they determine the costs associated with it. Second, eternal policies can create internal conflict compliance stance minimize conflict since they represent a level of response which is justifiable by any member of the organization under the rationale of legal compulsion. Third, sometimes it is difficult to comply when teachers are willing to do so. Mandates are often broad and/or vague, sometimes they are contradictory, often they require resources or skills teachers may not have and can't easily obtain, and compliance may require cooperation among teachers, so that even willing teachers may be held back by those who do not wish to comply.

As Aronson (1988) notes, compliance and resistance are distinct phenomena. This is an important point because teachers are in general good organizational citizens, used to working within an established context and most rarely if every rebel or even rock the boat. For them, the lines between committed participation, compliance, and passive resistance are blurred and may not be clearly visible to outsiders, colleagues, and even to themselves.

In addition, it is easy for educators to have difficulty distinguishing between their good intentions and their actual effects, particularly in terms of student learning gains, the focus of much of the current reform legislation. This phenomenon makes it easier for teachers to feel comfortable judging the appropriateness and feasibility of externally

generated reforms. The net effect is for teachers to feel justified in adapting minimally to policies while at the same time not exposing over resistance. Michael Fullan (1996) suggests a critical link between institutionalism, culture, compliance, and, as we discuss below, the connectedness of educational institutions. He suggests that teachers are part of a system, and how they relate to the system and to one another partially explains how they make meaning of, and do or don't comply in ways that translate mandates into building level changes.

In the mid – 1970s, Karl Weick introduced organizational scholars to the concept of “loose coupling,” that is, the deposition of some organizations to function effectively even when parts (sub-units or individuals) seem to be moving in different, incompatible directions. His first paper applied the construct to universities; later he suggested that it worked for k – 12 schools as well (Weick, 1976 – 1982). Researchers in educational administration (Fennell 1994; Firestone 1984; Logan 1993; Willower 1982) have elaborated on loose coupling in K-12 schools. Their research suggests that constitutions, characters, and organization charts notwithstanding, that schools are only loosely held together by rules, by none too rigorous external accountability and internal supervision, by educators' shared values, and by strong conceptions of what school is. Understanding ‘coupling’ has implications for both the vertical and horizontal dimensions of educational organization.

Looking vertically, that is, at systemic relationships between state authorities and local schools, Weick's work implied that centralized

decision-making and management would be more likely to stifle than to promote instructional efficacy. Supporting this assumption, Resonholt (1989) found that most reform efforts fail because of an excessive preoccupation with structure and legalities and an inability to focus on teaching and learning and supportive collaborative cultures. Herein lies the dilemma for policy makers and state education officials; for education reform to effect on actual school structuring, it has to create a clear enough structure, and some kind of sanctioning power, to break teachers and clients from institutionalized expectations. But even aside from the likelihood that significant changes would provide outright resistance, the changes might make it impossible for teachers to translate policy into programmes that match the needs of students in each school. Peters and Waterman (1982) discussed the problem of simultaneously maintaining 'loose' and 'tight' control in corporations. But few corporations operate as many sites as even small states have schools, corporations are not nearly as captive to public political process, and, unlike education, corporate headquarters receives fealty by virtue of controlling a much more potent reward and sanction structure.

Organizational coupling has a horizontal dimension as well. The institutionalization of teacher individualism and autonomy has contributed to some of the frustrations reformers and administrators have had in translating state mandates into substantive changes at the building level (Conley and Goldman, 1997; Fuhrman, 1993; McLaughlin, 1991). Teacher's ability to work effectively behind the closed door of the

classroom is a cherished institution. What this has meant is that while teachers may work together, program planning and team teaching for instance, they cannot be compelled to do so. Statewide school restructuring, however, adds a new variable to the school building equation. As states provide a larger proportion of funding, they feel much more comfortable and obliged to impose accountability standards as well. The development of both standards – based assessments and publicly reported state tests has begun to make individual teachers and schools more aware that educational accountability expectations may be increasing; correspondingly, teachers now have more stakes in their colleagues' effectiveness. Teacher "effectiveness" may not only be translated into individual performance, it may require new collaboration and programmes that result in more tightly coupled school buildings.

2.2.1 Relevance of the Theory to the Work:

The Institutionalism theory is considered because it is a powerful concept when applied to education and educational change because all citizens-policy makers, teachers, and parents- share a more or less common frame of reference about schools. School calendars and master schedules, class levels, grading systems, and subject matter labels are remarkably similar to those of the past two generations. In our minds, they seem fixed and timeless, in part because almost everyone already experienced them at a time in their lives when they were shaping worldview.

The Social compliance gives room to take the exploration of school restructuring to the personal and interpersonal levels and explain why

similar services differ from one another. The theory will help in focusing personal hierarchical relationships instead of impersonal organizational forces that characterize school restructuring. Briefly, the implementation of the Blueprint entails bringing changes and direction towards getting a common focus on discharging ones activities.

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2.3 An Overview of Guidance and Counselling in Nigeria

What is now regarded as formal guidance can be traced back to 1959 (Anagbogu, 1988, Denga, 1989, Kolo, 1992) when a group of six Irish Reverend Sisters at St. Theresa's College, Ibadan, felt the need to assist their final year female students. They initiated the process of helping those students with two basic reasons as pointed out by Kolo (1992).

1. To assist the graduating final year female students from the college in knowing the type of jobs available to them after graduation.
2. To make the students realize the qualification necessary for entering jobs and to set an insight into what specific duties they will be performing in the job.

They invited some people from the immediate society to educate the students of the challenges they were to expect after leaving the school. (However, the people were not trained counsellors, but they were exposed to the world of work). It was this group of people (resource persons) that became the career advisers to the students and later formed the nucleus of the then "Ibadan Career Council" in 1961. With the council, the career guidance activities began to spread to other schools within the then western region and Lagos, example, of which is the modern guidance service started in Aiyeforo comprehensive school in 1963.

In 1962, the Federal Ministry of Education sent a powerful sixteen men delegation to France, Sweden, and the United States of America to survey their educational system and make recommendations on how to develop

Nigerian education system. Among their findings was that guidance and counselling was one of their educational services and recommended its inclusion into the Nigerian System of Education. This stimulated interest in guidance services hence brought establishment of a child guidance clinic in the Federal Ministry of Education in 1964. In the same year, the seminar on guidance and counselling was held in Nigeria as cited in Kolo (1992). In 1967, Nigerian careers council grew out of the Ibadan Career Council. The members of the Ibadan career council formed the nucleus of and gave support to the Nigeria career council, Denga (1983). They continued along the line of vocational guidance. The council incorporated career masters and mistresses. Because of which workshop for career masters at Ibadan was organized. Participants were drawn all over southern Nigerian in 1967. The 1972 conference organized by the Nigeria career council drew up to one hundred and fifty eight (158) members from all over Nigeria (Denga 1982). Several guidance activities stimulated at this conference were initiated in various states within the Federal Republic of Nigeria. One of the activities at the 1972 conference which was given high priority was the case of aptitude test for educational placement of secondary school children into various courses, such as, regular secondary school programme for university bound students, the commercial programmes for the commercially oriented students, the technical programme, the teacher training option, the home economic bias and the city and guilds option (Denga, 1983, P.20). Furthermore,

this body (Nigeria Career Council) to disseminate current information about job published a journal named "Careers".

In 1961, Dr. C. I. Berepiki, now a fellow of the Counselling Association of Nigeria was appointed the first vocational guidance officer by the Federal Ministry of Education, Lagos. He wrote "an Approach to Guidance in Schools". For a long period, there were no other trained officers to work actively and solely in this unit. Today, the unit is well staffed by trained male and female counsellors. It now has two units – Career and Counseling sections. They organize workshops and conferences and coordinate counselling activities in the country (NTI, 2004). Another important land- mark in the history of guidance and counselling in Nigeria was the workshop organized by Mr. Rees, an American at the Comprehensive High School, Aiyetoro, Ogun State in 1967. To plant the seed of guidance and counselling in that area and it was successful.

The increasing interest in guidance activities and the need for a larger body to promote the cause of guidance in Nigeria led to the formation of the Counselling Association of Nigeria (CASSON) as stated by Denga, 1983. The association was launched on Saturday, December 1, 1976 at the University of Ibadan, Nigeria as an offspring of the Nigeria Careers Council. The first president of the Association was Professor Olu Makinde, (1976-80), he was succeeded by Professor S.A. Gesinde, (1980-1984), Professor Para Mallum, (1984-1988), Dr. (Mrs.) Achebe C.C. (1989-1990), Professor C.G. Bakare (1990-1994), Dr. Nsa A. Nsa (1994-1996), Professor Frank Carew, (1996-2002), Professor A.I. Idowu, (2002-2004)

and Professor Okobia, (2004) as written by (Idowu, 1998 and Akinade, 1976). CASSON is a recognized professional organization whose membership includes professionally trained counsellors, counsellor educators, career masters and mistresses, social workers, psychologists, psychotherapists and allied personnel in various helping professions and settings such as schools, prisons, remand homes, hospitals, rehabilitation centres, ministries of education, polytechnic, colleges of education, universities and others (Denga, 1983). Its major objectives were: to facilitate and promote the cause of guidance through programme of activities such as, organizing annual conferences at which professional papers are presented, helping to run workshops and train guidance manpower for states, and federal schools, and to disseminate professional assistance to private and public industries and similar bodies. In order to avoid confusing Counselling Association of Nigeria with Christian Association of Nigeria and the Computer Association of Nigeria (CAN), which they hold the same acronym (CAN). The association dropped CAN and took up CASSON at Kano conference in 1992.

The association has also encouraged the formation of state branches. This is to encourage grassroots spread of the association. Some of the state branches are quite active. They hold various active, workshops, seminars and handle counselling cases. This aspect is sometimes been done on individuals' basis or, in some cases, team approach is used. Some state branches have journals e.g. Imo State has counselling spectrum (Idowu, 1998). The association produces, through its senior

members in the universities and some colleges of education and other counsellors for both the private and public sectors of the Nigerian economy. The journal of the association is called 'The Counsellors'. Through it, research findings of members, which are discussed at the annual conferences were disseminated, conference proceedings are also published.

In 1975, the first department of guidance and counselling in Nigeria was established in the University of Ibadan through the effort of Professor Aliyu Babs Fafunwa, former Minister of Education. The second full-fledged department was established at the University of Ilorin in 1981. Ever since that period, several universities and colleges of education, have been producing trained counsellors. Presently, many counsellors have had postgraduate training with Masters and PhD degrees. There are some Professors already in the discipline. Several journals have been formed to disseminate research findings, among which are; Journal of Applied Psychology (IIT), Nigerian Journal of Guidance and Counselling/University of Ilorin, Ilorin), Journal of Counselling and Development (Obafemi Awolowo University, Ife), Journal of Research in Counselling Psychology (Ogun State University, Ago-Iwoye), Journal of Counselling and Consulting Psychology (Lagos State University, Ujo, Lagos). Several textbooks were written in different areas of guidance and counselling by the trained counsellors as lamented by Idowu, (1998).

The Federal Government of Nigeria has inserted the need for guidance and counselling services in our schools in its National Policy on Education (2004). This has helped to make all the state governments to establish guidance and counselling units in their ministries of education. In addition to counselling units in the universities, there are some private clinics in the big cities such as Lagos, Ibadan, Owerri states like Kano has guidance and counselling unit under the office of the Executive Governor of the state, which was popularly known as No.9 Sokoto road.

2.4 Major Forces that Accelerated the Development of Guidance and Counselling in Nigeria

Denga (1983) identified eight (8) major factors that he considered as responsible for the rapid growth of guidance and counselling practices, they are:

i) The Universal Primary Education Scheme

The reason that contributed towards the rapid development of guidance and counselling in the last thirty years has been a series of educational expansion schemes launched by the Federal Government of Nigeria. The Universal primary Education was launched in 1976. Its aim was mass literacy, among other things. It drove into primary schools pupils of assorted potential. The gifted, the normal and the sub-normal children were all driven into school. The need for an educational service that would screen, sort out and place students into appropriate subject

combinations and colleges of higher learning became obvious. This made the Nigerian educators and counsellors to be requested to render guidance services that would help the UPE scheme to succeed. They accepted the responsibility and monitored effective educational, vocational and personal-social counselling services within the limits of their qualification, numerical strength financial and material resources.

ii) The 6-3-3-4 Educational System

The Federal Government of Nigeria launched the programme in 1982. The numeric observation impliedly means children are to spend six years at their primary schools education, three years at junior secondary school level, and another three years at the senior secondary school level, while the remaining four years are expected to be spent at the university level. This programme laid more emphasis on the vocational training of the youth, which made it imperative to involve counsellors who are to design appropriate vocational skills needed by teachers to be able to relate the academic work with the vocational objective of the new educational system.

iii) Continuous Assessment and Guidance

The 6-3-3-4 system of education placed a central emphasis on continuous assessment. For example with implementation of the new system, counsellors with psychometric skills were challenged to put their skills into practice.

iv) Increase in the Number of Students

It is commonly known that there is sudden increase of students in most of Nigerian schools due to so many factors, among which are: high birth rate, and greater awareness in terms of western education. This increase came along with the increase in a variety of problems: educational, vocational, and personal-social because of which psychological counsellors must live up to expectations to listen to those needs. Educational and career counselling of youth as commonly known is to provide assistance to the youth in making wise decision and choices of educational and vocational programmes. This brought about an intensified training of guidance and counsellors by the entire departments of education in colleges of education as well as, universities in Nigeria for all levels of education. This sudden increase of student's population is an individual of unemployment trend in the near future.

v) The Ethical Revolution of the Re-Orientation Movement

President Shehu Shagari launched the Ethical re-orientation in November 1982. Also subsequent governments embarked on similar programmes like 'War Against Indiscipline' by the Buhari regime in 1984 and MAMSER(Mass Mobilization for Social and Economic reform) introduced by the Babangida regime in 1986 which is now changed to 'NOA' i.e. National Orientation Agency by the present political regime. Not only the federal

government, but even Kano State introduced a retreat programme, popularly known as '*A Dai-Daita Sahu*' by Governor Malam Ibrahim Shekarau in 2004. The major aim of these programmes was to study the nature and causes of the apparent breakdown in ethics and discipline among youths and adults. This made it abundantly clear that counsellors are highly needed to take an active part in value clarification, value-reorientation and other activities designed to dejuvenilize our society.

vi) The Need to Attack the Nation-Wide Technical Illiteracy

Emphasis is highly laid on technical and scientific manpower for effective combating of the existing technical illiteracy. Therefore, there is need of an educational system that would enable both youths and adults to develop technical and vocational skills in industry, agriculture, business circles, and in crafts. Technical illiteracy has seriously crippled the country's economic, educational and military position. This need made counsellors to tilt their attention towards employing various methods of appraising students' potential and placing them in technical fields for the benefit of individual and that of the nation. There was a dire need of changing student's negative attitude towards vocational and technical occupations. This obligated the need of effective counselling at all times to convince our youths who prefer white-collar jobs to blue collar jobs to be gainfully employed in the technical field.

vii) The Role of TEDRO Aptitudes Tests

The Test Development and Research Office (TEDRO), a department of the West African Examinations Council (WAEC) was established in 1963, under the name "The Nigerian Aptitude Testing Unit". This division of WAEC has gained an international recognition, and for the past several years has developed more than 21 aptitude tests which are heavily relied upon the placement of students into appropriate educational programmes in various states of the federation. The use of these test formed the nucleus of guidance services in Kaduna State in 1972. After admission into the secondary school, students were to study broadly for the first two years of secondary education. Thereafter, a cluster of aptitude tests were then given to students at the end of the second year for placement into an appropriate programme option based on the result of the aptitude tests. Where the trained counsellors were not available, the placement exercise, conducted chiefly based on the TEDRO results, constituted the guidance programme. Generally, the need to train teacher-counsellors to administer the aptitude tests and use the results in counselling led to an increase in the number of guidance personnel relevant skills to handle these aptitude tests.

viii) Economic and Human Resource Needs

The Nigerian economy, day in day out, is increasingly becoming diverse with the advent of industrialization. This prompted the need of human resources with diverse skills to exploit and satisfy the diverse needs. Guidance and counselling as one of the educational services came in the

right time with its ideals to develop vocational-technical skill to make young ones employable and to maintain their employable, status regardless of the economic and social change that would inevitably affect them. The economic diversity thus, added to the development of guidance and counselling in Nigeria. These factors are considered as the major impetus, which led to the rapid development of guidance and counselling in Nigeria, even though it has some setback factors.

2.5 Problems Militating Against the Development of the Guidance and Counselling in Nigeria:

Just like any innovation, whose reception and development may encounter obstacles, guidance and counselling is not an exception. Even though, guidance and counselling is made an integral part of the National Policy on Education (1981), one may ordinarily resort to its acceptance enthusiastically. However that looks not the case, it was received with suspicion and a 'wait-and-see' attitude. This claim can be true by supporting evidence as follows:

i) Paucity of Trained Counsellors

The American Psychology and Guidance Associations (APGA) recommendation was that for every two hundred and fifty (250) students/clients there should be one (1) counsellor who can listen to and assist them to resolve their difficulties (Kolo, 1992). In one of his claims, Denga (1983, a) says the ratio, as at 1980 was 1:800. He even further

said the situation could be worse than that. This is because the limited members of the trained counsellors group are gradually moving out of school settings into non-school settings. A typical school with an enrolment of 1,000 students is expected to have four counsellors; but such school nowadays has either none or at least only one counsellor. Indeed, such poor counsellor student ratio does not encourage the growth of guidance and counselling but rather discourages it. However, some special schools, such as the federal government colleges, 'military' secondary, university-based secondary schools as well as standard/elitist private schools have reasonable number of counsellors as claimed by Akinade (1990). It has to be realized when one compares the percentage of such schools with the number of secondary schools in Nigeria, one will discover that they are very small. This demands the training of more guidance and counselling personnel and their encouragement. It has been suggested by the Association of Nigerian Conference of Principals of Secondary Schools (ANCOPS) in 1984 that the above aspiration should be realised.

ii) Relative newness of guidance and counselling in Nigeria:

While the historical evidence of the introduction of western education in Nigeria can be traced back up to 1842, guidance and counselling was only formally introduced in 1959 according to many sources, that is, after more than a century of Western education. This is the main reason why some educational practitioners tend to view it as intruder. People consider it as a new innovation into school system.

iii) Doubt about the efficacy of Guidance and Counselling

Some people in the educational sector such as the uninitiated colleagues, teachers, principals or administrators, doubt the efficacy of counselling. This claim was further strengthened by Akpan and Anwana (2004) when they said some principals and other school functionaries see guidance and counselling simply as advice giving or disciplining and cautioning of students, or being the custodian of students' continuous assessment booklets. People, especially adults are therefore, skeptical about relying on its uses. Such people think it is more applicable to children who are not yet ripe enough to make vital decisions for themselves. They believe adults do not need it. One will wonder who actually needs marital, rehabilitation, parent child counselling if not the grown-ups as suggested by Orubo (1986) and Akinade (1990) in NTI (2004).

iv) The Blurred Role of the Guidance Counsellor

Many people in the society do not realize the specific roles of the counsellor. This is even in the schools' settings where awareness is expected to be high, but yet school personnel such as teachers and principals misconstrue the functions of the counsellors. Kolo (1992) cited Makinde (1981) claiming that the head teachers see counsellors as rivals- instead of helpers.

V Resistance by Colleagues and Principals

It is a common phenomenon by many guidance counsellors that, they usually experience resistance from institutional heads, influential and significant members of staff of their establishment. One has to realize that the principal occupies an important position in the organizational structure of the school. He is expected to show personal interest in everything that goes on in the school (Stogdill, 1974; Nworgu 1980; Heresy & Blanchard, 1982; Igwe 1990; Ukeje, 1991; Ezeochi, 1992). Most times, counsellors tend to be viewed with suspicion by their colleagues and principals. Some principals tend to be apprehensive that, the 'new comer' counsellor does not erode their prestige or popularity and power among students, parents and members of the public as lamented by Kolo (1980) in NTI (2004). Resistance of principals can be reflected in their lukewarm, poor or reluctant attitude in supporting the programme, or refusal to formally, introduce the counsellor to other members of staff.

Vi Feeling of Suspicion Regarding the Role/Integrity of the Counsellor

Some of the school personnel view the counsellor as someone with 'hidden agenda' or one with something to hide when a client goes to the counselling room (where available). Some give counsellors negative or derogatory labels. This is more so where the other workers doubt the moral integrity of counsellors who give individual counselling to young

ones or where the counsellor and the counselee are from the opposite sex. This feeling becomes more serious when male counsellors treat female clients and give high confidentiality to the session.

Vii Confidentiality

The issue of confidentiality is pertinent in counselling. This is because it is expected of a counsellor by the clients that their secrets and privileged information be kept confidential, that is, not to be exposed to others. However, teachers, peers, parents and principals at times of referral need or expect counsellors to divulge such information to them. Failure of the counsellor to disclose the 'secret' may raise the degree of suspicion of his activities. Disclosing such 'secrets' leads to loss of faith in counselling, and counsellors on one part will lose clients and friends of such clients, and counselling would be the big loser in the end.

Viii Lack of Commitment of Government Officers

It could be recalled that the Federal Government of Nigeria entrenched the guidance and counselling programme in the NPE (2004). There is still much to do when it comes to practical support and its implementation. Dioha and Baiti (2001) claimed that officials of the Ministry of Education poorly supervise schools in Kebbi State. Therefore, the impact of the ministry of education is felt only during the payment of salaries and allowances. Instead of enhancing educational services (Guidance Inclusive), it is only when officials of the ministries of education are committed to their duties that a facilitative growth of the profession can be attained. For instance, there should be adequate planning that would

map out both short and long term goals as well as strategies of evaluating the progress being made (Idowu 1998).

ix) Inadequate Funding

As many people are aware today, the education enterprise has become a costly venture; as such, enough funds are not allocated to each school to run its various services which guidance is part of them. In a situation where fund is available, very little is earmarked for counselling purposes NTI (2004). This signifies that various levels of government (Federal, State, and Local), do not want to stretch their budget with extra demands from an emerging unit such as guidance and counselling. Shertzer and Stone (1971) considered lack of provision of adequate facilities and budgets as one of the administrative deterrents to the guidance programme. Yet it is known that, effective counselling demands adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as excursions, career clubs and career day/week and furnishing a counsellors officer.

x) Lack of Counselling Office/Room

Due to so many factors such as the explosion of students' population and inadequate number of classrooms, problems of space or office accommodation is common in the typical secondary school (Kolo; 1992). This is obvious in urban centres where counsellors may be found. This results in having no spare room that can be released to the counsellor as his office. Although, counselling can be rendered anywhere, one needs

privacy for it to be effective. It is quite disgusting to see a counsellor interacting with clients in one corner of the staffroom, under a tree or a place seemingly away from people since the areas are never distraction-free. At times, principals do not rise up to expectation in discharging one of their roles in guidance programme, that is providing both financial and material resources, such as furniture items, office space, stationery, staff as aides, and a host of other things that would bring about effective guidance services for the programme to take off (Okubanjo, 2003).

xi) Paucity of Psychological Tests

In Nigeria, there are few made in Nigeria' for Nigerians psychological tests. Many were constructed but yet very few of them have been standardized. Among these are test of Professor C.G.M Bakare, Professor Akinboye, WAEC 21 10 Aptitude Tests and the Federal Ministry of Education battery of aptitude tests for streaming JSS III students into courses in SS I (Akinade, 1976). Using psychological tests during counselling session is a key factor of making counselling more scientific and objective. In addition, only few counsellors can identify, use and interpret the relevant ones. The available foreign designed tests may not be culture fair and hence may not be appropriate for use in a culture in which they were neither validated nor standardized as claimed by Akinade, (1976), Kolo (1992) and Idowu (1998). Deliberate effort must be made to construct and standardize more psychological tests. Counsellors need to be trained on how to apply and interpret such tests.

2.6 The Prospect of Guidance and Counselling in Nigeria

The prospect of guidance and counselling in Nigeria hinge on the possibility of solving the problems stated above. Based on the current trend, there is hope and prospect for the guidance and counselling profession. The following reasons need to be considered to back the aforementioned claim.

- i) The entire educational system in Nigeria nowadays became aware of the need of guidance and counselling. Services to the students. According to Maisamari (2003), there are reforms in our education system which aim at amending what is defective in the educational system. This made the Federal Government to approve a study programme in guidance and counselling for most universities in the country. Recently, Ahmadu Bello University, Zaria began a B.Ed programme on Guidance and Counselling in 1991/92 session (Kolo, 1992). With the increase in the number of guidance counsellors, then a struggle will be mounted for professionalizing and improving the condition of service of the counsellors. Nowadays, in many Nigerian universities, there are guidance and counselling centre to help their students.
- ii) Many organizations are becoming increasingly interested in the guidance and counselling services. To cite few examples, in 1987 the Industrial Training Fund (ITF) organized a National Workshop on Guidance and Counseling. Thereafter, in 1988 the

Counselling Association of Nigeria organized an annual conference around the theme of counselling outside the school. In addition, some states of the federation initiated various programmes and schemes for the youth to be self-reliant by being trained in various vocations. With this trend, it may seem, in the nearest future, that the use of guidance services may permeate other sectors of the economy (NTI 2004).

- iii) It has been proposed that guidance and counselling will be integrated into the training of Nigerian teachers. This impliedly connotes that in the nearest future, guidance and counselling will be well established in the schools. If every teacher is adequately educated in the field of guidance and counselling, the misconceptions of teachers in respect of counsellors' roles will, hence be resolved, and this can facilitate guidance programmes.
- iv) Problems of various types are emerging in our society. To mention a few; there are marital problems, family problems, relationship problems and retirement problems. All these and others demand the attention of the counsellors. Once such problems exist in the society, guidance counsellors must have a work to do either as public or private counsellors. With the factors or conditions still operational in Nigeria, then the future is bright for counsellors and the prospect therein may depend on how effectively the counsellors use their skills and competencies

to help their fellow human beings to understand and resolve their problems in a more realistic way (NTI 2004).

2.7 Guidance and Counselling in the National Policy on Education

An educational policy in a society is directed towards ultimately improving the quality of life of its members. It is specific in nature and provides ample room for direction (Alutu, 2002). The educational policy can be described as thinking at a high level of abstraction, which expresses educational goals and the means of achieving them. The evolution of a national policy on education in 1977 by the federal military government was a remarkable historical event in the history of education reforms in Nigeria.

Garba (1992) points out that the Nigerian education system has over the years undergone some major changes and restructuring. The school calendar is never stable; it keeps changing as the educational leadership changes. The school population is expanding and as a result, school output at all levels is rapidly increasing. The policy, therefore envisaged a widespread change in nearly all the facts of our education; philosophy, structure, content, administration and financing. These reforms aim at amending what is defective in the educational system, removing any unfairness and gearing the system towards the aspirations and needs of the nation (Maisamari, 2004).

In order to enable individual learners in our institutions of learning to derive optimal educational benefit. The national policy on education identified one major means of achieving educational goals through guidance and counselling. This was evidently clear during the 1975-80 development plans. The plan was made to introduce guidance and counselling in the national education-training programme (Alutu, 2002). As a follow up to this plan, the government clearly states the provision of such services in school. Certain sections of the National Policy on Education of 1977 (revised in 1981, 1998 and recently in 2004) clearly specify and state the need of guidance services in our schools.

At the initial stage, that is primary school level, it is rightly stated in the National Policy on Education (NPE) that teachers and headmasters (NPE, 2004) will base government plans that progress along the educational cycle on continuous overall guidance-oriented assessment. This impliedly, means sessional examination, which was chiefly relied upon as a determining factor for pupils' progress, will be replaced by continuous assessment techniques. The assessment was further clarified. To be guidance oriented which will tender it to be more effective. This mandated teachers to acquire some fundamentals orientation in guidance and counselling practices. In addition, teachers should collaborate with the school counsellors for the proper and overall continuous assessment of the pupils' affective and psychomotor domains (Garba, 1992).

The policy also unequivocally stated that in order to pursue the goals of primary education, government will make provision for educational services, among which counselling is one of them (N.P.E, 2004) section 4, paragraph 19, item C (iii), P.15). These counselling services are considered to be used in the laying the basis for scientific and effective thinking, providing citizenship education, development character and moral training, developing the ability to adapt to changing environment, giving the child opportunity for development manipulative skills and in providing basis tools for trades and crafts (N.P.E,2004) section 4, paragraph 18 b – f, P.14).

Because of the federal government awareness of the apparent ignorance of many young people about their career prospects and the country's concern about the increase in personality maladjustment (National Policy on Education, Revised, 2004, section 11, paragraph 101, item J.P. P.53).

The statement explicitly expresses the place of guidance and counselling in the national Policy on Education. It is important to realize that since 1977 when the policy was produced, the statement remained there after series of revision (1981, 1998 and 2004). This indicates the importance attached to guidance services by the Federal Government in attaining the educational goals of the nation.

In 1988 during the National Conference of the Counselling Association of Nigeria, a sub-committee was set up on the implementation of Guidance

and Counselling in Nigeria. One of its functions was to study and find out the relevant sections that dealt with guidance counselling in the National Policy on Education. It found that the contributions of guidance and counselling services to educational development and to other issues, which have guidance implications, are scattered all through the policy. Specifically, the sub-committee identified seventeen (17) such areas as follows:

- (a) section 1, p.8 (7:4)
- (b) section 1, p.9 (7:10)
- (c) section 3, p.12 (14 f & g)
- (d) section 3, p.12 (15:2)
- (e) section 3, p.14 (15:8)
- (f) section 3, p.14 (15:10c)
- (g) section 4, p.16 (17:1)
- (h) section 4, p.16 (19:3)
- (i) section 4, p.16 (19:4-6)
- (j) section 5, p.23 (34:5)
- (k) section 5, p.24 (37:V)
- (l) section 6, p.29 (50:3)
- (m) section 8, p.36 (55:a-c)
- (n) section 8, p.37 (56:8)
- (o) section 9, p.41 (74)
- (p) section 10, p.42 (8:3)
- (r) section 11, p.53 (83:1)

The policy further added that, educational services would be provided in strategic places to cater for schoolchildren. Among those to be provided, specification was made in the policy, where it mentioned “well-staffed health centres”, guidance, and counselling services “will be made available as soon as the necessary personnel can be trained” (N.P.E, (1981), section 11, paragraph 103, P.48).

In the 1981 revised edition of N.P.E under the technical education section, the policy highlighted on the need to direct technical graduate to the fields and industries where they are most needed. In this regard, the policy mentioned that; “Colleges of Technology, Polytechnics, and vocational schools will be required to have placement officers on their staff. In addition they will have careers officers to advise trainees on suitable areas of choice, taking account of their aptitudes”. (N.P.E., Section 6, Paragraph 50, item (xii), P.30). Despite the fact that, the implementation of the policy provision started long ago, yet the provision of guidance services in Nigerian secondary schools become the major concern of researchers, to find how adequate and effective such services are to the targeted students. These and many more factors motivated the current research to have an in-depth study of administration, financing and evaluating such services in our secondary schools.

2.8 The Blueprint on Guidance and Counselling for Educational Institutions in Nigeria

Guidance is a programme of services provided by guidance specialists, teachers as well as administrators. Guidance is designed to help each student adjust to his environment, develop the ability to set realistic goals for himself and improve his total educational programme. Ipaye (1983) claimed that, guidance and counselling is a helping service that provides the atmosphere in which a professional counsellor can help a person or group of persons in terms of resolving educational, vocational and personal-social problems.

In carrying out his specialized service, the counsellor is free to employ any one or more of the approaches open to him. These approaches differ from one counsellor to another though the goal that of assisting the individual, remains the same. The objective of the "blueprint on guidance and counselling for educational institutions in Nigeria." Therefore, is to afford a common focus or a reference point for the practitioners by providing them a broad spectrum from which they can draw inspirations, their individual approaches or methodology notwithstanding.

The blueprint is guidance, a working document, sequentially structured to reflect the counselling needs of students and clients at different educational levels from pre-primary through secondary to tertiary institutions. While some of these counselling needs are specific to any given stage of the client's development, most of them cut across the

various levels of the client's life (Adeniran, 2000). There are thirteen sections in the blueprint, each of these sections includes, rationale, objectives, scope (subdivided into educational, vocational, social and psychological) activities and strategies in sections 1-10. These are by no mean exhaustive.

The main purpose is to give practitioners some sense of direction so that they can maximize both human and physical materials at their disposal. Consideration will be given to sections 11-13 of the blueprint to be the bottom line of the present research. that, is to research upon the administration, financing and evaluation of guidance and counselling (practices) in Nigeria secondary schools because of its importance of the personnel growth and character development of children as well as their intellectual development. Therefore, these three sections (administration, financing and evaluation of guidance and counselling) are presented as they appear on the Blueprint for reference purpose.

2.8.1 Administration of Guidance and Counselling

A major goal of educational administration is the supervision and management of the various sections in the school system for their efficient functioning. Guidance and counselling is one of those services that can make an important contribution towards the achievement of the stated goal. Concerted efforts therefore need to be made by all levels of administration to work towards a conducive environment for the practice of guidance and counselling.

Objectives: In this regard, educational administration is expected to:

- Ensure the establishment of functional guidance and counselling departments at all tiers of government;
- Ensure the establishment of functional guidance and counselling units in all educational institutions;
- Encourage peaceful co-existence among all personnel in the various departments in the school system - the principal, the vice-principal, teachers, students and counsellors;
- Provide an environment conducive to academic productivity – facilities like classrooms, libraries, laboratories, reference books, clinics etc;
- Provide enough fund for effective implementation of guidance and counselling programmes for the purchase of stationery, computer, tape recorder, cabinets, psychological tests etc;
- Provide facilities for monitoring the activities of guidance counselling at all educational levels-trained personnel, etc;
- Set achievable short term and long term counselling goals;

Scope: In order to realize the objectives enumerated above, the following areas would need to be covered:

- Ensuring the setting of guidance and counselling units in the various educational departments at the different tiers of government;

- Ensuring the setting up of guidance and counselling units in the various educational institutions including private ones;
- Providing adequate functional equipment for the units-cabinet, furniture, files, etc;
- Creating conducive working environment for counsellors' provision of suitable counselling office;
- Supporting the activities of the counsellors, allocation, provision of time, fund and incorporating guidance activities in the institution's programmes;
- Encouraging the setting up of guidance and counselling committee;
- Promoting smooth working relationship between counsellors, teachers and administrators;
- Creating awareness of guidance and counselling activities through the PTA bulleting boards, school magazines, etc;
- Ensuring provision of adequate funds for the unit's activities such as orientation, career talk, excursion, etc;
- Working towards appropriate student/counsellor ratio (300: 1);

Activities: Governments, educational administrator and counsellors are expected to carry out the following:

- Select appropriate location for guidance and counselling units;
- Make adequate budgetary provision for the unit;
- Recruit qualified personnel to be in-charge of the units;

- Provide appropriate materials for guidance and counselling such as cumulative record folders, psychological tests, cabinets, journals, furniture, cassette player etc.
- Participate in in-service training, workshops and seminars at local, national and international levels;
- Intimate educational administrators, principals, head of departments, teachers, parent with advantages of guidance and counselling programmes by having regular talks at seminar, staff meeting, PTA meetings and through articles in journals, newsletters, etc;
- List the role and functions of counsellors e.g. orientation, counselling, (individual and group) placement, career talks, psychological testing, referral services etc;
- Visit establishment guidance and counselling centers to update skills and new counselling procedures;
- Train adequate number of guidance counsellors for institutions through on the job training, workshops, in-service training and seminars.
- Include counsellors in relevant committees, such as continuous assessment committee, examination committee, food and welfare committee;

Strategies: For the proper administration of guidance and counselling programmes at each level of education, the following strategies may be used:

- Liaising with appropriate organs of administration;
- Monitoring of activities of the guidance and counselling units in schools at the federal, state and local government levels;
- Constituting guidance and counselling committee posting of trained staff to guidance and counselling units;
- Organization orientation and enlightenment programmes;
- Mounting of in-service training programmes for updating skills of practitioners.

2.8.2 Funding of Guidance and Counselling

The allocation of enough funds to any enterprise enhances its speedy take off and success. With funds, much is achieved and the goals set are easily attained. Most of the facilities needed and activities carried out in guidance work need funds for implementation. In spite of the official recognition of guidance counselling in the national policy on education, much is still expected in financing programmes. To prevent educational wastage, each tier of government should set aside specific percentage of its annual budget for guidance and counselling programme as only adequate funding can ensure successful implementation of guidance and counselling at all levels of education.

Objectives: For the smooth operation of guidance and counselling, basic requirements must to be provided. These include personnel, physical structures, tools and materials. Therefore, the objectives for funding are to:

- Train personnel for the programme;
- Provide infrastructure;
- Acquire the necessary tools for the executive of the programmes;
- Organize seminars and workshops to update the skills of practitioners;
- Provide support services;
- Provide research and evaluation facilities;
- Sponsor counsellors to local, national and international conferences and seminars.

Scope: The bodies that contribute to the funding of guidance and counselling programmes under the scope of funding are:

- Federal Government
- State Government
- Local Government
- Institutions
- Non-governmental organization such as PTA, old students associations and charitable organizations.

Activities: As funding is indispensable to the successful implementation of the guidance programmes, capable officers should engage in

productive and relevant activities that will ensure availability of funds to execute the planned programmes. Such activities include:

- Preparation of budget
- Organization of the training of personnel
- Getting in touch with charitable organizations and other bodies
- Organization of fund raising activities
- Supervision of the disbursement of funds
- Supervision of the use of tools, equipment and materials.

Strategies: The strategy here is how to generate funds for the effective implementation of guidance counselling programmes. In this regard, the roles of the three tiers of government institutions and non-governmental organizations are specified.

Federal Government: Since education is on the concurrent list, it behoves the federal government to fund guidance counselling programmes, in her institutions. In preparing the annual budget, the ministry concerned should allocate a meaningful percentage of the budget to the execution of guidance and counselling programmes. In addition, to funding the federal government owned institutions, it should supplement the efforts of the states when necessary.

State Governments: The state government through its agency should provide funds for guidance counselling programmes. It is a better position to know the requirements of guidance counselling within to state. Therefore, it is in a position to provide adequate funds for guidance counselling programmes in all her educational institutions.

Local Government: The counsellor in charge of education should ensure allocation of fund for guidance and counselling practice.

Institutions: The administrator should be enlightened about the importance of their positive contributions to the success of guidance counselling programmes. This will make them give adequate attention to the needs of the guidance counselling programmes when preparing their yearly budget.

Non-Governmental Organizations: At the state and local government levels, fund raising activities can be organized either by government agencies, counselling associations, parent-teacher association, old students' associations etc. or by such others.

2.8.3 Research and Evaluation On Guidance and Counselling

Research may be defined as the vehicle that moves a discipline forward. Research should generate new ideas, improve the existing programmes, as well as identify problem areas for further research. In short, research is an indispensable aspect of counselling practice. Guidance and

counselling is a dynamic process, which more often than not identifies problems of varying degrees. If the problems are adequately researched, series of novel ideas are generated that can improve counselling theories and practices. In essence, guidance and counselling programmes would be more meaningful, progressive and creative if they are researched based.

Objectives: Since the major concern of research is to systematically approach a problem and generate novel ideas for decision making, the following objectives are important under research and evaluation.

- Ascertain the current status of the counselling services and programmes to know how well the counselling goals have been achieved.
- Ascertain the outcome of the research, help in improving the quality and efficacy of the programmes, and identify the loopholes in the psychological, educational, vocational and social needs of students;
- Identify the areas that need some challenges;
- Ensure effectiveness of counselling programmes in schools;
- Enhance future decision making; and
- Provide and integrate innovations, which may lead to further research.

Scope: In order to accomplish the preceding objectives, the aspects to be born in mind are basically the functions and level of operation as they relate to research and evaluation;

- In order to accomplish the preceding objective, the aspects to be born in mind are basically the functions and level of operation as they relate to research and evaluation;
- Providing effective and adequate number of trained personnel at the levels;
- Investigating the effectiveness of the programme, objectives, methodology and outcome;
- Determination of the efficacy of the organizational structures and functions;
- Determination of outcome of the activities in any given performance;
- Funding and the effectiveness of various methods used;
- Determination of the extent to which clients' need are being met;
- Assessment of quality and quantity of the physical facilities.

Activities: To cover the above scope:

- Identify problems through the use of interviews, observations, questioning, role play;
- Monitoring of students psychological, social, vocational and educational needs;
- Plan line of actions;

- Supervision of facilities and materials;
- Construct/purchase research/evaluation tools;
- Validate the tools by pilot testing;
- Apply the tools i.e. pre-tests and post-tests;
- Collect data-travel to school and collect them personally or send someone or by post;
- Analyze data-manually or through the use of a calculator or computer;
- Make value judgements, interpret data and discuss;
- Make research/evaluation outcome available to counsellors and significant others through workshops, seminars, conferences or publications in journals;
- Identify areas of problem for further research limitations etc sighted by the researcher.

Strategies: In carrying out the activities, which will be used in determining the outcome of the objectives earlier specified, the following methods may be employed:

- Survey methods – by using observation of children, interview with parents, teachers, administrators, children and significant others-anecdotal record, observation through rating scales and checklist and questionnaires for teachers;
- Quasi-experimental methods-scientific methods;
- Experimental methods-using pre-tests and post-tests;

- Case studies through use of questionnaire, observation and records from cumulative record folders and reports from teachers;
- Employing follow-up methods;
- Career and vocational counselling-visits by experts, visits to work sites, career talks, excursions, use of bulletin boards, and newspaper cuttings;
- Use of test like teacher-made, sociometric, aptitude (psychological, interest and social inventories), study habit tests; motivational inventories;
- Analysis of data through computer, calculator; galvanometer;

Conclusion: Evaluation should be periodic and terminal; it involves determining the extent to which the objectives of a lesson programme or event have been achieved. It also involves assessing the methodology, the effectiveness of the teacher/personnel, and the extent to which a child has been able to absorb what was taught. The counsellor may utilize such tools like observation, questionnaire, and various tests in obtaining information about the performance or outcome of therapy from people involved in the programme the client, administrators, teacher/counsellors.

- The data so obtained shall then be used to determine the extent to which the objectives earlier on stated have been achieved;
- The use of base line scores could be adopted to compare past test result to justify the efficacy of a particular programme;

- Diagnostic instrument could also be used to determine the need for remedial programme vis-à-vis further research.

2.9 Guidance Services in Secondary Schools

Guidance and counselling services refer to the planned programme of assistance given by a professional counsellor to students in a school setting in order to help the individual students to understand themselves and develop their potentials. As it has been stipulated in the National Policy (2004) Nigerian, secondary school students are to spend three year at junior secondary schools, which is pre-vocational and academic and is designed to teach all the basic subjects, which will enable the students, acquire further knowledge and develop skills. It is planned that students who leave school at the junior school stage may go on to an apprenticeship system or some other scheme planned for out of school vocational training. The senior secondary school is for those able and willing to have a complete six-year secondary education. It will be comprehensive in nature but will have a core curriculum designed to broaden students' knowledge and outlook.

Iliyasu (2002) pointed out that many problems will arise in the transition from junior to senior secondary of vocational schools. For example the number of drop outs may rise and such youths need to be guided. Secondary school graduates also need guidance on which career to pursue, information of various kinds (educational, vocational, personal social) are highly needed at that stage. The system also emphasizes continuous assessments, which call for guidance specialists with

psychometric skills. At the secondary school, students experience problems because of the various environmental demands. The environmental demands may be internal or external (Akinboye, 1987). Such demands can be technically handled through providing guidance and counselling services in Nigerian secondary schools. Abiri (1973) as quoted by Alutu (2002) points out that if our society is not to be plagued by a broad category disgruntled, frustrated and unrealistic individuals, secondary school student should be exposed to available opportunities and social expectations in the country through career guidance and counselling. Consequently, it is clear that counselling services should be introduced in all secondary schools in line with the National Policy on Education provisions of 1977, revised in 1981, 1998 and 2004. Such services (guidance and counselling) could be rendered to students on individual or group basis. Alutu (2002) identified twelve services that can be rendered to secondary schools students. They are:

1. Academic counselling service
2. Vocational counselling service
3. Personal-social counselling service
4. Orientation services
5. Placement services
6. Information services
7. Career week programme
8. Appraisal/Testing services
9. Cumulative record keeping services

10. Counselling services
11. Excursion programmes
12. Referral services.

For the purpose of clarification, some of the major services listed above are discussed in subsequent headings:

2.9.1 Academic Counselling

Secondary school students need academic counselling for the gifted, average, and low achieving student. Effective academic counselling given to any category of student helps to improve the student's basic knowledge and skills and helps to make the most of his educational opportunities. A gifted student who is exposed to a more effective method of studying would definitely excel higher in academic performance. An underachieving student who is gradually exposed to academic skill counselling will achieve better if he is committed and aims at achieving the expected goals of counselling service rendered.

The counsellor should discourage students from choosing subjects for purely prestigious reasons. It is frustrating to choose a combination of pure mathematics, additional mathematics and physics if the student has no aptitude for them. The so-called soft options may turn out to be more rewarding to the student. Other problems of students, which require academic counselling, are poor or ineffective method of studying, poor reading techniques, inability to cope with examinations etc.

2.9.2 Vocational Counselling Service

Vocational counselling is geared towards assisting students to choose appropriate occupations. During the career week programme of the school, students are exposed to different career areas by specialists in the various fields. Counsellors, in addition to the above, expose students to vocational interest's inventories, which are standardized tests, which help to determine the occupation the student is best suited. The achievement test score of the students in different subjects also helps in making decisions on the appropriate career. Making a decision for future career is often anxiety provoking because of the perceived finality of the decision (Denga, 1983).

Those who make wrong career choices often experience a sense of guilt later because of the fact that, the decision should have been made more rationally. Counsellors are therefore involved in career choice and placement of students in areas where they will make the greatest contribution. These will no doubt help to achieve effective manpower development and regenerate Nigeria's declining economy. The task of the guidance counsellors in this respect would be to assist in the identification of special talents among students by the use of psychological tests, so that they may take advantage of the increased range of career possibilities.

2.9.3 Personal-Social Counselling Service

This deals with personal, social, and emotional issues that disturb the individual students and affect their studies adversely. Drug addiction (abuse) sex problem, broken homes, religious problems, inner moral

conflicts and negative self-concept are among the major problems of youths that tend to militate against academic achievement in school. Students at secondary school age are mostly affected by the societal changes as they move from their homes to the school environment. They are cut between parental values and the ideals. This is the stage in their life when they are faced with developmental and psychological problems due to sudden biological changes.

They want independence and identity but are not yet equipped to face the world and all that it takes to be free from parental interference. The guidance counsellor will help to clarify their values and goals to help them through this period of change and uncertainty, so that they can make the most of their educational opportunity. Socio-personal guidance will eliminate general maladjustment and subsequent frustration among the nation's citizens.

2.9.4 Orientation Service

According to Ipaye (1986), orientation service makes students feel emotionally secure while at the same time acquainting such students with the school and their schoolmates. Orientation services are given to new students in groups. The purpose is to assist each student in his problem of adjustment to the school environment. Orientation generally helps individuals to feel emotionally secure in a new setting. Proper orientation can also enhance the child's adjustment from one call to another or from one school to another.

A typical orientation programme in a secondary school includes; a welcome address to new students by the principal and an introduction to the subjects teachers and the authority figures in the school. Each subject teacher will briefly introduce his subject and its requirements, new students will be introduced to their prefects, and the physical facilities available for their use in the school. Ideally, periodic orientation should be held for students throughout their stay in the secondary school. Particular emphasis should be laid on the third year when the students are expected to move into the senior secondary school or branch out to vocation or trade school.

The nature of orientation could be to acquaint the students with the various occupations open to them and which tally with their own talents, interests, and aptitude. Parents and guardians should be also benefit from such orientations from time to time to enable them to guide their children appropriately. It should also be extended to new prefects, teachers and to the appropriate personnel for an all around guidance programme. Alutu (2001) noted that, as relevant as orientation service is, it is either neglected or not carried out appropriately, and so fails to achieve its set goals in institutions of learning.

2.9.5 Placement Services

The placement service is defined as taking the next step into a higher level either of education or into a job after completing a stage in education. The counsellor helps the youth to take the next right step that is tenable to them in terms of their abilities, aptitude and interests.

Comprehensive and guidance-oriented information on the individual is necessary for any meaningful placement. The sources of these facets of information are from achievement tests, psychological tests and non-test techniques. The cumulative record folder of each student kept by the counsellor should contain this information, which must of course be supplemented by a service of counselling and personal interviews prior to actual placement. Data on psychological tests are obtained by administering intelligence and aptitude tests. The careers branch of the Federal Ministry of Education started administering such tests to JS 3 students in 1988. The results of such tests were quite useful in carrying out the placement of students into science, arts, commercial and technical options in the senior secondary school. Information on personal-social, emotion or religious issues should be given to students when the need arises. The nature of information will suggest how it will be communicated to the students on the bulletin board, recorded in film and tapes, reads in the school news or communicated to parents.

2.9.6 Appraisal Service

This service is also referred to as individual analysis service which is a core service in the guidance programme. Appraisal service involves the use of psychometric instruments to collect data on individuals to enable both the helpers (counsellors) and the individuals concerned to understand themselves (Denga, 1989). Kolo (1992) is of the view that appraisal means an assessment, evaluation of the individual who comes

to benefit from a guidance programme. However, he added that an appraisal should not be limited to the individual who comes to benefit from a guidance programme but appraisal extends to the individual's problems and even the whole guidance programme. In order to explore the sameness as well as differences of individuals, appraisal service has to be rendered.

Appraisal service therefore tends to establish the distinctive picture of that individual that makes him or her look alike and different from others by comparing the data gathered about such individuals with the data gathered about others.

Appraisal materials include test and non-test instruments, test of intelligence, aptitude and achievement, attitudes including interest and personality inventories are classified as test techniques.

Non-test appraisal techniques include rating scale, biographical materials, sociograms, case histories, checklists, questionnaires, observations, anecdotes, interviews etc (Denga, 1989). However, appraisal service complements the information service because the information collected about an individual will be analyzed and those elements that are relevant to his or her becoming a person will be identified and relationship among them will be determined, and the elements are to be separated and limits are to be set. Therefore, such information is to be put into a meaningful form and utilize to benefit the client.

2.9.7 Follow-Up Service

This is also called evaluation or research service. It is designed to assess the extent to which the guidance programme is meeting the needs for which it was established (Denga, 1989). It is primarily concerned with the extent to which success, failures, problems and feedbacks from the beneficiaries of guidance programme have been recorded. The essence of evaluation service is to improve the programme or make necessary adjustment that has been identified by the beneficiaries of the programme.

2.9.8 Referral Service

In a situation where a counsellor realized that he can not competently handle a certain case, he should transfer such case to another, more experienced counsellor or event to other professionals. This service is what is referred to as referral service. Maclein and Gould define it a "a special termination of contact" and occurs when it is decided that another person or agency should be brought into helping process". Kolo (1992) said referral service becomes necessary for counsellor because of the following reasons.

- a. When it is recognized that the client may benefit more in working with a different professional colleague, person or agency.

- b. When the problem demands along- term involvement and the present counsellor or helper feels that such time is not available to him or her.

C. When the counsellor views the client's problem and sees he or she is not competent in handling such a problem. That is, he does not possess the skills and experiences to handle such problems effectively. Maclean and Gould (1988) term it as "inappropriate initial contact".

d. When transference or counter transference between the client and counsellor is becoming too strong, referral could be made.

Conclusively, a brief discussion has been made in regards to major guidance and counselling services and it can be evidently clear that, these services overlap each other. The aim of these services is assisting individual realizes himself so that, he can properly adjust his life.

2.10 School Personnel in Guidance Programme

As earlier pointed out, administering guidance and counselling services is a joint enterprise, which entails the collaborative effort of the entire school personnel to play their distinctive role in rendering such services to individual students. Bojuwoye (1986) pointed out that that, guidance need a team work approach in order to facilitate all round development of the child by ensuring a judicious use of all available resources at home and in school.

On the same course, teachers, parents and other personnel who are closely linked with education of the child should collaborate in enhancing optimum development of the Nigerian child. Okubanjo (2003), quoted Kalpan,(1995); Hagemier, Bischoff, Jacobs and Osma (1998) that, many

school personnel do not really understand the relationship between guidance and school instruction, as a result, they give little or no support to guidance activities. The performance of a Counsellor who is always preoccupied with listening to students complaints depends largely on other school personnel and the extent to which they like and co-operate with him.

Furthermore, a counsellor alone cannot solely meet the needs of students, which include academic, vocational and socio-personal needs. He seriously needs the support of school personnel to meet the student's needs so that they can derive maximum benefit from schooling.

To realize who the school personnel are, they are either those who are school employees and whose responsibilities can be categorized as being instructional in nature or those who deliver other services to student in schools. In this end, school personnel include the principal, Vice Principals(s), counsellor(s), teachers, the librarian, the sport master, the housemasters, or mistresses and the school health workers (Okubanjo, 2003). The roles of each of the school personnel will be pointed out now:

2.10.1 The Principal

The principal is the chief executive of a school who acts as intermediary between the ministry of education, which is tasked with quality control, and the school, which he heads. He co-ordinates the efforts of other school staff in order to realize the goals of the school. He is expected to be psychologist, a welfare officer, and chief accountant officer. He is to

make sure that the school, relatively has adequate number of school personnel to cope with students' population and needs. Okubanjo (2003) enumerated the following as the principal's roles in relation to guidance and counselling.

- i. Providing financial and material needs for guidance services. Such as furniture items, office space, staff as aides, stationery etc. that would facilitate guidance and counselling.
- ii. He is to understand and interpret the philosophy of guidance and counselling as enshrined in the National Policy on Education to students, teachers and other school personnel including parents. He should consider the guidance counsellor as a co-worker and give him all necessary support.
- iii. He is to pass necessary information regarding the needs, achievements, problems encountered in guidance activities to appropriate quarters such as the local education authority, the zonal school board and the ministry of education.
- iv. He should support and encourage the guidance counsellor in the development of guidance programmes and assist tremendously in implementing such programmes to enhance an all round development of students' needs and aspirations.
- v. The principal should be equally responsible for sharing school responsibilities among the school staff, most especially guidance activities, so that the school personnel would perceive guidance programme as their joint alliance.

- vi. There is the need by the principal to reduce the work load of the school counsellor if guidance programmes are to be successful and have meaningful impacts on the life of the students. Some counsellors are known to be performing teaching functions thereby reducing the time they ought to spend with their clients. Nowlin and Yazak (1995) report that school administrators want the ideal teaching background for counsellors to be four to seven years, while it may be necessary for counsellors to teach, it should be done with prudence.
- vii. The principal should ensure that counselling hour is officially specified on the school time-table so as to, permit students visit the counsellors` office.

2.10.2 The Teacher

It is commonly known that the primary assignment of a teacher is to teach the subject(s) on which he specializes to his students. Still teachers find themselves in counselling services without being conscious of it. While some teachers are concerned with personalized relationship with students, there are some who are less bothered with students` affective domain (Okubanjo, 2003). Indeed, teachers form a very important category of personnel in successful implementation of guidance programme. Bojuwoye (1986) asserts that teachers are the best available source of publicity for students' guidance programmes, and as such, they can easily encourage their students to have positive attitude and participate actively in the programmes. Errington and Prestidge

(1995) note that in times of crisis, students, as well as teacher can be deeply affected. In fact, Lassa (1995) list counselling functions as one of the roles of teachers in the act of schooling and educating. More so that, crisis can occur at any time, teachers are therefore suggested to form part of the group that would provide affective crisis intervention that would help students deal with their concerns. Therefore teachers via their profession are opportune to be very close to students and as a matter of fact they know students by name and in some occasion visit their homes. They can be described as intermediary between the counsellor and the students in that they form the best personnel who can relate the personality of the individual student when such information is needed. Following are the major roles of teachers in guidance programme (Okubanjo, 2003):

- i. Identifying students who need counselling intervention or students at risk and referring them to the school counsellor immediately.
- ii. The teacher is expected to discuss the aims of guidance programmes with students so that the students can appreciate the contributions of guidance activities in their educational development.
- iii. To adequately instill confidence in the students that any information provided in a counselling relationship would remain secret. By so doing, students would be encouraged to see the counsellor regularly.

- iv. Teachers should collaborate with the administrators and counsellors in organizing orientation programmes for new students to make them adjust effectively to new situations.
- v. Teachers are to ensure that student's classroom environment is well kept. The students' welfare should be of paramount concern to the teachers. Students should be encouraged and informed on how their personal relationship can be healthy to foster co-operation and healthy rivalry.
- vi. Teachers are to instill self-discipline in their students-virtues such as endurance, loyalty, mutual trust, cooperation, faithfulness etc. should be instilled in the students, which would help them in becoming healthy, happy individuals.
- vii. In guiding students in various school subjects, teachers can instruct their students on note-taking strategies and how to develop appropriate study skill techniques that would help the students to recall learning experiences.
- viii. Teachers are to furnish the counsellor with academic records of individual's students so that valuable information in terms of their performances and abilities can be at counsellor's disposal so as to assist students to be rightly placed on a class or vocation.

2.10.3 The House Master/Mistress

In boarding schools, the housemaster/mistress assumes the role of parents to the students. They take responsibility over the students entrusted in their care. While the child obeys the rules of this master, the master in turn uses appropriate methods accepted by the community in controlling the child behaviour (Lassa, 1995). It is pertinent for the housemaster/mistress to personally, know his/her students in order to protect the students' physical safety. Some of the guidance roles of housemaster/mistress are:

- i. Identifying students who need counselling services, especially those students who are psychologically depressed, students from broken homes, drug abusers, cultists and delinquents.
- ii. The housemaster/mistress should endeavour to keep students under watch and provide necessary succor when the students are emotionally down.
- iii. Housemasters/mistresses need to place students who have received counselling intervention on follow-up thereby monitoring them for desirable change.
- iv. The housemaster/mistress should attend to health related issues of each student by identifying students who need special care and providing such care within his/her reach in terms of first-aid. When the required care appears to be serious and professional, he/she in collaboration with the school counsellor and administrator should refer the student to more appropriate centres.

- v. Housemaster/mistress should try to identify students that have potentials of various kinds e.g. sports, military, business etc. and encourage them to maximize their potentials. He can do this, through discussion with the counsellor, who in turn involves the students in counselling relationship in order to help the students realize the opportunities to the fullest.

2.10.4 The School Health Workers

In some schools especially unity schools, private, model schools etc. there are clinics with trained health workers such as the school nurse, health assistants, visiting medical doctors, health masters etc. that attend to students' problems. The availability of health workers in schools enables them to achieve state goals. These workers work in collaboration with the sports master/mistress, counsellor, administrators and housemaster/mistress provide basic health services to the entire students. In specific terms of functions of the school health workers Okubanjo (2003) lists the following:

- i. The health worker should help in collecting medical background information of each student, which would form the basis for subsequent data.
- ii. Conduct medical examination for the students regarding the mouth ear, eye, temperature, height and weight and treat mild ailments within the school clinics.
- iii. Health workers in collaboration with the school counsellor and administrators can organize workshops to help parents/guardians

cope with student's health problems and how to use first-aid at home.

- iv. Appraise trends in student's growth in order to identify students whose growth is retarded and those in need of counselling intervention.
- v. With due consultation with the school counsellor, the health workers can make recommendations for resource person in medical field that can be invited for special school programme such as career week who would give educative and informative talk on career development.

2.10.5 The Librarian

Library is regarded as an essential tool of learning in human development, from infancy until death (Gbadamasi and Omotayo, 1995). Within the school environment, a library is a collection of books, audio-aids and some other printed materials carefully arranged for the use of students and staff.

The National Policy on Education (2004) stressed its importance in educational development and expresses government's resolve to ensure that all schools are equipped with libraries. The person in charge of school library is librarian. He therefore, needs to understand that, he has to be fully integrated into the educational system in order to function adequately in the system (Salisu, 1990). He has worked together with other school personnel so that; the educational goals can be achieved. Specifically, he is significant in the implementation of guidance programmes. His roles are as follows:

- i. Ensure that relevant and stimulating books are available in the school library with due consultation with the principals. And also supply teaching staff and school counsellor(s) with materials that are current to facilitate their services.
- ii. Consult the principal and counsellor(s) to ensure that library period is allocated in the school timetable such period is meant for students to be with the librarian counsellor to train them in the use of library and its facilities, to develop interest and habits of using the library.
- iii. Help students develop good reading habits and strategies for note taking from consulted materials.
- iv. Ensure that relevant and stimulating materials are available in the school library with due consultation with the principal so that they can meet the educational, cultural and recreational needs of the students.
- v. In conjunction with the school counsellor(s), the school librarian should instill in students appropriate pattern of behaviour within the school library.
- vi. He is responsible to guide students on how to handle library materials. That is, students' tendency to damage, mutilate library books because of lack of exposure with regards to library facilities should be addressed during orientation by the librarian.
- vii. Guide and teach students with regards to numbering, identification, classification, cataloguing and arrangements of books in the library.

2.10.6 The School Counsellor

The school counsellor is a professional in the art of assisting the individual in understanding himself in relation to his world. By virtue of his training he tolerates human differences and assists people to accept their strengths and weaknesses. The Counsellor is perceived within the school setting as a professional capable of teaching skills and imparting knowledge (Olayinka, 1993).

The school counsellor is the personnel directly behind the proper organization of guidance programmes saddled with various responsibilities in the school. This made him to be in regular contact with other school personnel as well as other people like parents, professionals in different fields, non-governmental agencies as well as, governmental. He is responsible for providing a wide range of services for students and staff and at the same time co-ordinate all these services to meet educational, vocational and socio-personal needs of students (Okubanjo, 2003).

He is therefore, to interpret the guidance programme objectives to that the entire stakeholders are concerned e.g. administrators, parents, teachers and students. So that they can be aware of his role in planning, co-coordinating and execution of guidance programme in relations to all-round development of students. He is also to consult parent/guardians in order to help them cope with children behaviour problems and contribute towards modifying unwanted behaviours. Furthermore furnish them with vital information about interests, abilities, needs, values etc. of their wards.

Okon (1984) claimed that, counsellor has numerous responsibilities to students, staff, community, self and counselling profession. He further identifies the following responsibilities of school counsellor(s) to staff:

- i. Ensuring that teachers relate their teaching to educational, vocational and socio-personal needs to enhance meaningful school subjects on the part of students.
- ii. Helping teachers to use variety of tests and non-tests techniques in assessing students in conjunction with continues assessment for objectivity in guidance information.
- iii. Encouraging staff members to assists students in educational, vocational planning and decision-making.
- iv. Acting as consultant to the school administrators and staff members by giving them relevant and appropriate student's data. While identifying students with special needs. He also encourages staff members to refer appropriate cases and to help them work together for guidance to yield positive results.
- v. The counsellor owes staff members the responsibility of recognizing their own limitations as far as guidance is concerned.
- vi. The counsellor needs to encourage such teacher to learn how to observe, interview, interpret behaviour, keep cumulative records and provide instructions relating to students needs and development.
- vii. He needs to allow staff members to participate in planning, development and evaluation of guidance programme.

Okubanjo (2003) categorized counsellors' role into counselling, co-coordinating, consulting and collaboration with all stakeholders for successful implementation of guidance programmes and effective teaching-learning process.

2.11 Summary of Empirical Researches

A summary of empirical researches conducted by scholars on educational reforms policies and policy implementation on education were reviewed. In order for one to have a basis of comparison between what is in Nigeria and other parts of the world. In addition, during discussions on the data reference were made to such researches supporting present findings or contrary to it. Reasons were advanced on any of the situations.

2.11.1 Educational Reforms

Reforms are obvious in the education sector. This is because since the introduction of Western Education in Nigeria reforms were witnessed. (Carew, 2007) Over the years, reforms have shifted from the 3Rs i.e. Reading, Writing and Arithmetic to the 1960 Ashby Report, which gave insight into the requirements of the type of education for Nigeria. In the case of religion owners, religion made the fourth R. Successive Military Governments introduced reforms such as Universal Basic Education and then the Universal Primary Education. Because of the nature of the government during this period, the Military Governments were the ones introducing the policies and implementing them.

Contrary to the period prior to this, non-governmental schools run by religious and private bodies were responsible in the implementation of the

government policy reforms in education. The take-over of primary and secondary schools by government from religious and private bodies changed the quality and quantity of schools. He further clarifies his stand by citing Ajibade (2001) that such reforms resulted into the following:

1. Increase in the number of schools
2. Increase in students' enrolment
3. Increase in staff enrolment
4. Abolition of fees
5. Free books and tuition
6. Overpopulation in schools
7. Inadequate human resources to meet the expansion
8. Inadequate infrastructure
9. Indiscipline in schools on the part of staff and students
10. Inadequate funding to meet the need of the system in terms of wages and benefits.
11. Industrial actions on the part of staff and students.
12. Incessant closure of schools
13. Decline in the quality of school output
14. Unstable school calendar
15. Emergence of cult groups and activities in schools.
16. Lack of faith in the school system

Uba (2007) asserts that series of political events from the 1970s all the way to the 1980s served to turn Nigeria increasingly away from British political and economic influence. Nigerian leaders then decided to also sever any educational influence of Britain on the country. The end product was a total re-orientation of Nigerian Education to American Models, leading to the establishment of the 6-3-3-4 educational system in 1976. Yet this was done without considering the evolutionary pathways of the American model of education and its structural demands. By the time the 6-3-3-4 educational system matured in 1988, and coupled with severe economic depression in the country, it was clear that the biggest challenge to Nigerian higher education was its own structure. Thus by the 1990s, the picture of higher education in Nigeria started to get into crisis as comfortable meal-ticket started to get fuzzy and a series of factors combined to create crises of confidence in the quality of higher education in the country. Dwindling economy led to the massive brain-drain and dilapidation of facilities and resources in the universities. Under these circumstances, the Nigerian university community lost motivation and became demoralized. Additional inter-related factors that exacerbated the situation included:

- Absence of clearly defined career development profiles for academic and support staff.
- Widespread teaching overloads under poor working conditions.
- Lack of clear-cut, objective criteria for promotion

- Lack of research facilities;
- Inadequate office space for staff
- Students' unrest and lack of discipline.

However, the major problem facing almost all developed and certainly developing countries, is the basic dilemma that arises from continued high school and individual demand for access to various forms of studies and educational services at a time of growing constraints on public budgets. This situation is nowadays a principal source of strained relations between the state on the one hand and higher education institutions and the academic community on the other. Higher education has to show that it can compete with other organized interests for financial attention from public funding sources.

Conley and Goldman (1998) identified vital factors responsible for making

- a) it difficult to implement reform policies. Important among them are:
 - The perception by educators that reforms will not be sustained;
- b) Educators' worldviews based on a fundamental assumption that new resources must be provided for any new policy.
- c) Legislators who have only recently assumed responsibility at the state level for providing the bulk of funding for education, and who now feel empowered to formulate broad schemes for educational redesign but lack experience, staff support, or any clear sense of how schools will respond;
- d) A public that seems ambivalent at best toward educational reform, and lack of a clear constituency for change;

- e) Deeply-ingrained cynicism that schools cannot be changed;
- f) The view that the reform programmes are overly ambitious, take too much time to implement, or are otherwise impractical when overlaid on the current model of schooling.

Considering the target of reforms have increasingly been centered on improved student learning (Rothman, 1993), states seen unsure if the appropriate focus of reform policy is to change teachers, change schools, change governance and accountability structures, or change all in some combination.

Conley and Goldman (1998) reported that a report by the consortium, for policy research in education (1996) noted that many states have adopted standard-based reforms in an effort to forge more coherent policy even in the absence of public consensus or the allocation of significant resources to put the reforms in place. They note further that these state initiatives, and the proponents of reform generally, have not yet provided coherent, effective guidance on how to improve instruction, have put more emphasis on structural changes and finance issues than on high-quality instruction, and have not been particularly realistic in understanding what is likely to work or is even possible. However, the report argues that schools have demonstrated substantial changes in practice, attitude, and student achievement.

These achievements have been uneven. Researchers have noted that it has been particularly difficult to translate state mandates into significant and observable behaviour change at the building level (Fuhrman, 1993; Wilson and Rossman, 1993; Mclaughlin, 1990), particularly changes in teaching and learning. The research suggests policy-makers establish broad, sometimes inconsistent mandates, usually without much input from school-based educators, and then establish unrealistic timelines (Elmore and Fuhrman 1994). Elmore (1990) observes that much of the energy of the reform movement is rhetorical, and Coley (1997) notes that much of the attraction to 'restructuring' may result from its vagueness and the lack of clear definition of what restructuring actually means. Fuhrman (1994) went further to claim that "policy-makers must understand that policies require time to exert their effects and that there is likely to be a long gap between changes in practice and results, particularly with respect to effects on student learning... policy makers need to build in a consistent direction (p. 43). Few would argue that they have done either. Hurley's (1998) study of three Oregon high schools highlights the disjuncture and natural and natural tensions between what Guba (1984) has called policy-in-intention, policy-in-action, and policy-in-experience.

Nevertheless, there have been situations in which state mandates have substantially changed the tenor of educational process and educational accountability (Steffy, 1993). State-level reforms do at times reach into buildings and classrooms. However, even in Kentucky, the legislature shows inability system it established in 1990 as schools exert pressure in response to the full effects of sanctions and external pressures to improve (White 1998). Fullan (1994) found that when mandates 'connect' with the aspirations and capabilities of local schools, significant change may ensue: breakthroughs occur when productive connections add up to create pressure for systems to change (Fullan, 1994 p. 1). Clune and Elmore (1988) cite examples of local school districts strategically managing in ways that attach their own priorities to state goals, playing of local commitments against state resources. Fullan (1994) found that this 'top-down/bottom-up' principle applies to local/state relationships as well, and that change occurs when top-down mandates and bottom-up initiatives 'connect'. Fuhrman, Clune and Elmore (1988, in Fullan 1994 p. 4) cite examples of 'many local districts going far beyond compliance ... actively orchestrating various state policies around local priorities, strategically interacting with the state to achieve goals'.

Oddeu and March (1988) in Fullan (1994, p. 4) found that "education reforms legislated at the state level can be an effective means of improving schools when it is woven into a cohesive strategy at the local level'. Simultaneously top-down and bottom-up strategies are essential, according to Fullan (1994) because dynamically complex societies are

always full of surprise Senge (1990), Stacey (1992) in Fullan (1994). 'Breakthroughs occur when productive connections add up to create pressure for systems to change' Fullan (1994) in Conley and Goldman (1998).

Schools as a unit of analysis has a degree of methodological elegance: schools are small enough that researchers can look at classrooms, observe meetings, interview teachers, parents, and children, and administer surveys. At the same time, schools generate and reflect the types of data that make for easily understood comparisons. Student and staff demographic characteristics, school size and elementary or secondary studies and student performance profiles have real meaning. It is in schools, after all, where teaching and learning take place, where the outcomes that matter do or do not occur. And schools are founded systems in the sense that a set of rich, sustained interactions occur and can be studied (Conley and Goldman 1998).

Finally, schools vary considerably in their capacity for change. Rosenholtz (1989), distinguish between 'stuck' and 'moving' schools among the 78 she studied in the mid-1980s. Leithwood (1995) studied several dozen British Columbia schools for several years in the early 1990s following provincial mandated changes outlined in the year 2000 legislation. Goldman and Conley (1995) conducted longitudinal studies surveying between 92 and 25 Oregon schools annually or five years along with other case studies reported by Lovis and Miles (1990) and Murphy and Hallinger (1993) have attempted to discern identify predictive, or at least

explanatory, factors that distinguish between schools that change and those that don't.

2.11.2 Policy Implementation

The knowledge base on policy implementation in the context of providing guidance services to secondary schools students in Nigeria is formidable, and it is insightful for examining and understanding the relationship between macro-level policy implementation guideline (Blueprint) and micro-level, guidance activities in schools. Hariparsad (2004) made the assertion that research on educational reform and policy implementation has been, and still is, the subject of substantial volume of research, debate and analysis among scholars in both developed and developing countries.

To defend this claim, he cited following authorities (Angula and Grant Lewis, 1997, Chisholm, 2000; Chiristie, 1998; Cohen 1990; Cohen and Ball, 1999, Cuban, 1988, 1993, 1999; Dunn, 2003; Elmore, 1996; Fullan, 1991, 1993, 1999a, 1996, 2000, 2001, 2003, Fullan and Hargreaves, 1992, Hargreaves, 1994; Earl and Ryan, 1996; Hargreaves et al, 1998; Jansen, 1998a, 1998b, 1999a; 1999b; 1999c; 2001a; 2001b; 2002; Ward, et-al, 2003).

Many of these studies claim that policy reforms designed to improve the quality of schooling have been more rhetorical than substantive in their impact in classrooms and schools, thus exposing the dissonance between policy intention and policy outcomes at the level of practice. In other

words, they show that policy is not self-executing. For example, Jansen (2002) in Hariparsad (2004) observes:

[Despite] unprecedented investments in policy making and policy production ... in South Africa, there appears to be very little change in the daily routine of schools and classrooms of the Nation. p. 199

Many educational policy studies attempted to provide explanations for the policy gaps. Fullan (2001) argued that a large part of the problem is more a question of the difficulties related to planning and coordinating a multilevel social process involving thousands of people, who are much more unpredictable and difficult to deal with than with things such as policy.

Angela and Grant Lewis (1997) in Hariparsad (2004) ascribe implementation problems to the overstretching of the system that was operating on many reform fronts, a lack of will to act, limited understanding and skills and lack of support. McLaughlin (1998: 70-84) cited also by Hariparsad (2004) who, in the context of the Rand Change Agent study in the USA, investigated how federal education policies whose intent was to stimulate change in local practices, made their way through levels of government and practice. McLaughlin (1998) reported that as officials at various levels of the policy system responded to new education policies of the government; implementation issues were revealed in all their complexity, intractability, and inevitably" (p. 70).

The issues surrounding the dilemma of translating educational policies into classroom practice are certainly not new. The problem and

complexity of implementing policies was first described in the early 1970s by Jeffrey Dressman and Aaron Wildavsky who, in their investigation on the complexities of policy implementation, found that implementers did not always do as they were told, nor did they always act to maximize the policy objectives, but 'responded in what often seemed quite idiosyncratic, frustratingly unpredictable, if not downright resistant ways' (p. 79). This resulted in outcomes not only contrary to policy expectations, but also to enormous variability. (McLaughlin in Hariparsad, 2004) observed:

(It) is exceedingly difficult for policy to change practice, especially across levels of government. Contrary to the 1:1 relationship assumed to exist between policy and practice, the change agent study demonstrated that the nature, amount, and pace of change at local level was a product of local factors that were largely beyond the control of higher-level policy makers (p. 71).

He further contends that understanding change is related to capacity and the will to change, the two critical variables identified in affecting the outcomes of the implementation process. Furthermore, if policy gets interpreted, transformed or reinvented from one level to another, policies will get transformed or re-invented as it passes through the various levels of Bureaucracy, namely from national level to provincial level to district level to the school level and finally to the Classroom level-four bureaucratic levels of interpretation if one follows the logic of re-invention above.

The implication is that the policy interpreted by the classroom teacher would be substantially different from that of the policy-maker at national level. Political will and local capacity will play themselves out here because, will and capacity are not neutral concepts. They are loaded with different ideologies, values and belief systems. Relevant to this line of thought is the observation made by McLaughling (2001) that in South Africa there are complex political, attitudinal, economic and even psychological forces at work, the interplay of which determine the depth, scale and sustainability of change.

This observation finds resonance with the observation that policy, including implementation is not devoid of politics, power, competing interests and conflicting struggles. This means that these forces could shape the understanding, interpretation, transformation and implementation of policies by teachers. Another conclusion of the Rand study was that "implementation signals mutual adaptation McLaughlin (1983) in Hariparsad (2004). This suggests that the policy and local realities undergo mutual adaptation, which the study regards as useful since local factors are recognized in integrating and shaping policy and practice.

It further claims that adaptation and variability are good. Adaptation can provide for a range of opportunities for success. Mutual adaptation suggests a dialectical relationship between policy and practice as opposed to a direct relationship where policy and practice are dichotomized. The concern about mutual adaptation relates to the possibility of deliberate distortion of policy objectives and local realities by competing interest

groups under the guise of adaptation, thereby undermining and subverting the goals of the educational reforms and transformation agenda. I am also concerned about the extent to which adaptations and its corresponding implications for achieving equity in education.

Fullan (1993) in arguing about the Rand study which emphasized the critical of local implementation and the street level bureaucrats' who decide about classroom practice, in arguing that the actions of the teachers, the front line agents of change, are critical to successful implementation. Malcolm (2001) in Hariparsad (2004) also supports this view where he states that teachers are agents who are closest to learners, who work at the critical interface of teaching, learning and assessment.

I agree with this view of the critical role of teachings in making decision regarding classroom practice because they are the closest to their students and know them letter. I also believe that teachers as agents, rather than victims of change, can and do influence policy change. However, I do not regard teachers as a homogenous group who respond to change in uniform ways. This is because teachers respond to school reforms in varied ways such as pushing or sustaining reforms efforts, resisting or subverting them in active or passive ways.

Hariparsad (2004) cited Manganyi (2001) that with reference to the implementation of education policies during the transition in south Africa, he refers to intrinsic factors such as the conception and development of the policy, and extrinsic factors such as resources to support the

implementation process, as determining the chances of successful policy implementation. He outlines the mediation role of social institutions, statutory and non-statutory, created by government.

The constitution he argues legitimates the separation of functions between the government and those social institutions that enjoy a high degree of operational autonomy. The position of Manganyi is as follows; the lack or failure of implementation is blamed on the inability of the statutory institutions to execute their mandate; the national government is innocent because its function is not implementation of policy; the implementation functions of the public service sector have limited administrative and management experience.

The three-tier system of government, namely, nation, state and local is complicated because the constitution again legitimates the differentiating functions of each tier. The national minister has executive accountability for higher education and all national policy in respect of the school system, while the state government has executive responsibilities for the school under their jurisdiction. In some states, there was widespread role confusion between politicians and senior public servants, which resulted in conflict and high turnover of senior education officials, and the national government did not have sufficient human and material resources to cope with the scale and complexity of the education change process.

This complexity and frustrations with implementation resulted in a cabinet directive for a 'more hands-on supportive and interventionist approach in national – states relations! This account suggests the reactive orientation of the government in the policy process, and its lack of attention to understanding the implementation process at the time of policy formulation and declaration.

2.12 Summary and Uniqueness of the Study

Aspect of the literature reviewed include, Institutionalism and organizational culture theory and Compliance theory were used to serve as the theoretical framework of the study. Both deal with the powerful organizing principles that, cause societies, organizations, and groups to persist over time. An overview of guidance and counselling in Nigeria, in which various historical events were critically reported and other related issues. In terms of factors responsible for rapid development of guidance and counselling in the country were highlighted. As well as, factors militating against its prospects; a critical review was also carried out in respect of the Blueprint on guidance and counselling for educational institutions in Nigeria, which was produced to supplement and guide the practitioners on the common focus in terms of guidance practice in Nigerian schools.

Three sections were the focus of the research, which is administration, financing and evaluation of guidance and counselling services in Nigerian secondary schools. As well as, guidance personnel's in secondary schools and their functions were highlighted. In addition, other empirical works on the educational reforms and policy implementation were critically reviewed.

Although various researches were conducted in the field of guidance practices in schools primary, secondary and tertiary institutions, this research is unique in the sense that it seek to assess the implementation of administration, financing and evaluation of guidance and counselling in Nigerian secondary schools as aspects of the Blue print of guidance and counselling. The silent issues of assessing implementation after eight years can be brought to the limelight and to the attention of administrators, parents, students. Assessing implementation is a proper way to improve and utilize the ideals of the guidance provisions in the Blue print. This will facilitate proper guidance practices as well as provide condition that could supplement students' developmental needs in order to benefit from the offerings of his environment.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the research and examines the research design, the population of the study, sample size, sampling technique(s) adopted in drawing the representative segment of the entire population, the data collection instruments, its validation and reliability, and the statistical test(s) used in analyzing the data collected.

3.2 Research Design

This research by its nature falls under descriptive survey. This is so, because information came from many and widely selected subjects. As generally conceived, a survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered representative of the entire population (Nworgu, 1991). This was adopted because a detailed description was made in a systematic manner, on the studied population in terms of its size, heterogeneity in relation to their opinion or views about the administration, financing and evaluation procedure of guidance and counselling in Nigerian secondary schools.

3.3 Population and Sample

This section is divided into three sub-sections, population of the study, sample size and sampling techniques.

3.3.1 Population of the Study

The population of this study comprised all Nigerian public secondary schools, which were estimated to be six thousand three hundred and eighty seven [6,387] according to the annual abstract of the Federal Statistics Office Abuja, 2001 edition. These schools comprised single sex [male], single sex [female], co-education, junior, senior, day, boarding secondary schools. It is therefore clear that each school has a principal and at least a counsellor or teacher counsellor in charge of Guidance and Counseling unit. Accordingly, there are a total number of one hundred and fifty five thousand, eight hundred and seventy nine teachers (155,879) at public secondary schools in Nigeria. These teachers were further classified into males and females. The total number of males teachers stand at one hundred thousand, six hundred and ten (100,610) while the female teachers are fifty five thousand, two hundred and sixty nine (55,269). Federal Office of Statistics (2001). In such schools there are four million two hundred and one thousand three hundred and thirty one students [4,201,331].

Table 3.1 Population of the Study

S/N	Category	Estimated Number
1.	Nigerian secondary schools	6,387
	Total	6,387

Source: Federal Office of Statistics, Abuja (2001 edition)

Going by the above table one can easily estimate that the sum total of the population studied is the entire six thousand three hundred and eighty seven secondary schools in Nigeria. Detail composition of principals, counsellors, teachers and students of Nigerian Secondary Schools is attached in the appendix.

3.3.2 Sample Size

It will be very much cumbersome to handle the large number of the entire population of this research. To make a reliable generalization about the population of this nature an estimated number was drawn. The sample was drawn from the number of secondary schools in the country. Thirty-six states of the federation and Abuja, making thirty-seven, are grouped into six Geo-political zones. In each zone, a representative state was selected taking into cognizance some common characteristics shared with other states in the same zone. The sampled states are Anambra, Bauchi, Kano, Kwara, Oyo, and Rivers. Therefore, in each sampled state the

instrument was applied on each category of the respondents, that is, principals, counselors, teachers as well as students.

Table 3.2 Summary of the Sample Size

S/N	ZONES	SEC. SCHOOLS	RESPONDENTS
1	North West	07	28
2	North East	07	28
3	North Central	07	28
4	South West	07	28
5	South East	07	28
6	South - South	07	28
TOTAL		42	168

Going by the above table one can realize that, forty two public secondary schools were chosen out of the six Geo-political zones of Nigeria. Within which the instrument was applied to one hundred and sixty eight respondents. In each of the sampled schools, four people were selected (principal, Counsellor, teacher and a student). As such, four by seven schools make twenty-eight.

3.3.3 Sampling Technique

A careful study of the population reveals that, the population is divided into units with distinct boundaries. In other words, Nigeria is divided into thirty-six states with a capital territory at Abuja and further classified into the six Geo-political zones. As such, Nigerian Secondary Schools are found all over the federation cutting across all the states. A research of this nature, cannot be handled easily, due to the limited period of

graduation. One cannot cover all the public secondary schools in Nigeria within the limited time. To be on the safe side one has to consider the aim of the research in determining the sample size (Osuala, 2001).

Therefore, a deliberate selective technique was adopted in drawing the sampled size. The technique is commonly known as purposive sampling. It is non-probability sampling technique, which depends on the judgment of the researcher, taking into cognizance the characteristics of the representative sample, (Juma et. al. 1999). Finally, the researcher resolved to use it considering the heterogeneity of the population, areas to be covered, the period of the programme and resources needed to embark on this kind of research.

3.4 Data Collection Instruments

The researcher, in the course of getting the desired information from the respondents, developed a questionnaire. This was divided into three parts taking into cognizance the main variables under investigation. Part one and two were designed purposely for principals, teachers and counsellors' part three was administered to students. It was titled Questionnaire on Blueprint of Guidance and Counseling in Nigerian Secondary Schools [QBGC]. The instrument was developed taking into cognizance the objectives, scope and activities of each aspect under investigation as outlined by the Blueprint.

3.5 Validation of Data Collection Instruments

After constructing the instrument, it was subjected to validation. The instrument was taken to the research supervisor and other senior academics of the department for content validation in order to ascertain the adequacy of the language in relation to the status of the respondents, as well as possible modification for final administration.

3.5.1 Pilot Study

Later the instrument was subjected to pilot testing. The outcome of the pilot study was presented at postgraduate seminar series. See attached appendix on pilot study.

3.6 Reliability of the Data Collection Instrument

In order to ascertain the consistency of the measuring instrument, it was subjected to test-retest reliability, and was administered to teachers in one of the researched states with an interval of two weeks. The same instrument was re-administered to the same group of individuals. The two results were correlated and the result was $+ .46$ that signifies a moderate correlation of the two outcomes.

3.7 Procedure for Data Collection

In the course of conducting the research, QBGC was administered on the sampled population by the help of research assistants. Research assistants were recruited and trained by the researcher on how to go about collecting data on the respective schools at various categories. The researcher also participated in the process of collecting data. During the

retrieval exercise the research assistants personally went back to their assigned schools after due consultation via, GSM, e-mail. They also resorted to persuasion techniques for facilitative collection.

3.8 Procedure for Data Analysis

Data collected in the course of this research was subjected to statistical analysis. The results collected were quantified and broken down into tables, after which a clear analysis was worked out using a simple percentage showing the extent of implementation and chi square test (X^2) indicating how various sampled schools differ from each other in terms of the implementation level (Olagbansaiye and Abifarin, 1986, Bichi, 1997, Bichi, 1998).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The present chapter deals with the summary of data, which is presented in a tabular form depending on the three main variables of the research. That is followed by in-depth analysis in order to provide a clear insight into the data. It is also shown here in how the raised questions were answered and the hypotheses raised were tested and analyzed. The concluding part of the chapter deals with the discussions of the issues raised in the research.

4.2 Summary of Data

The data collected are carefully analyzed using descriptive statistics of simple percentage. It was applied in order to realize the extent of the implementation of the main variables under investigation. The data is summarized based on the first three research questions, which were later exhaustively analyzed.

Table 4.1 Extent of implementation of the Administrative Aspect of the Blueprint on Guidance and Counselling in Nigerian Secondary Schools

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	127 (23.30%)	215 (34.85%)	118 (21.18%)	90 (16.89%)	65 (13.71%)	80 (16.70%)	88 (16.39%)	783 (20.92%)
Bauchi	63 (11.56%)	62 (10.05%)	56 (10.05%)	54 (10.13%)	60 (12.66%)	54 (11.27%)	62 (11.55%)	411 (10.98%)
Kano	64 (11.74%)	66 (10.70%)	79 (14.18%)	79 (14.82%)	112 (23.62%)	60 (12.53%)	66 (12.29%)	526 (14.06%)
Kwara	97 (17.80%)	85 (13.78%)	90 (16.16%)	89 (16.70%)	95 (20.04%)	80 (16.70%)	84 (15.64%)	620 (16.57%)
Oyo	99 (18.17%)	129 (20.91%)	124 (22.26%)	179 (33.58%)	22 (4.64%)	108 (22.55%)	88 (16.39%)	749 (20.02%)
Rivers	95 (17.43%)	60 (9.72%)	90 (16.16%)	42 (7.88%)	120 (25.32%)	97 (20.25%)	149 (27.75%)	653 (17.45%)
Total	545 (100%)	617 (100%)	557 (100%)	533 (100%)	474 (100%)	479 (100%)	537 (100%)	3742 (100%)

The table above summarized the findings on the extent of the implementation of the administrative aspect of the Blueprint on Guidance and Counselling in Nigerian Secondary schools. The highest percentage of the implementation was at single sex female secondary school in Anambra state with 34.85%, followed by 33.58% in a Day school in Oyo state, while the least was at 4.64 % in junior secondary school in the same state.

Table 4.2 Extent of the Implementation of the Financing aspect of the Blueprint on Guidance and Counselling in Nigerian Secondary

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	40 (23.67%)	132 (36.26%)	118 (35.22%)	27 (11.84%)	31 (16.32%)	40 (21.05%)	48 (19.83%)	436 (25.37%)
Bauchi	32 (18.93%)	34 (9.34%)	30 (8.96%)	28 (12.28%)	30 (15.79%)	26 (13.68%)	30 (12.40%)	210 (12.22%)
Kano	41 (24.26%)	38 (10.43%)	38 (11.34%)	38 (16.67%)	58 (30.53%)	37 (19.47%)	38 (15.70%)	288 (16.76%)
Kwara	45 (26.63%)	46 (12.63%)	42 (12.54%)	40 (17.57%)	46 (24.21%)	36 (18.95%)	41 (16.94%)	296 (17.22%)
Oyo	06 (3.55%)	109 (29.95%)	93 (27.76%)	80 (35.09%)	08 (4.21%)	27 (14.21%)	26 (10.74%)	349 (20.31%)
Rivers	05 (2.96%)	05 (1.37%)	14 (4.18%)	15 (6.58%)	17 (8.95%)	24 (12.63%)	59 (24.38%)	139 (8.09%)
Total	169 (100%)	364 (100%)	355 (100%)	228 (100%)	190 (100%)	190 (100%)	242 (100%)	1718 (100%)

Schools

The table above indicates the summarized data on the extent of implementing the finance aspect of the Blueprint on Guidance and Counselling in Nigerian secondary schools. It can be observed the highest implementation level was 36.26 % in the single sex female secondary schools of Anambra state, then 35.22% in a single sex male school of the same state, while the least was 1.37% in the single sex female school of Rivers state.

**Table 4.3 Extent of the implementation of the Evaluative aspects
of the Blueprint on Guidance and Counselling in Nigerian
Secondary Schools**

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	70 (32.86%)	103 (38.43%)	51 (23.83%)	28 (13.21%)	22 (10.53%)	46 (21.80%)	48 (21.43%)	368 (23.73%)
Bauchi	35 (16.43%)	32 (11.94%)	34 (15.89%)	28 (13.21%)	34 (16.27%)	32 (15.17%)	34 (15.18%)	229 (14.76%)
Kano	30 (14.08%)	34 (12.69%)	31 (14.62%)	31 (14.62%)	44 (21.05%)	28 (13.27%)	34 (15.18%)	232 (14.96%)
Kwara	44 (20.66%)	40 (14.93%)	43 (20.09%)	38 (17.92%)	45 (21.53%)	42 (19.91%)	46 (20.54%)	298 (19.21%)
Oyo	30 (14.08%)	43 (16.04%)	51 (23.83%)	70 (33.02)	38 (18.18%)	24 (11.37%)	3 (13.84%)	287 (18.50%)
Rivers	04 (1.88%)	16 (5.97%)	04 (1.87%)	17 (8.02%)	26 (12.44%)	39 (18.48%)	31 (13.84%)	137 (8.83%)
Total	213 (100%)	268 (100%)	214 (100%)	212 (100%)	209 (100%)	211 (100%)	224 (100%)	1551 (100%)

The table above summarized the findings on the level of implementation of the Evaluative aspect of the Blue print on Guidance and Counselling in Nigerian secondary schools. As rightly on the table the highest level of the implementation is 38.43% in single sex female secondary school, then 32.86% in Co-education secondary school of Anambra state. The least was 1.87% in the single sex male secondary school of Rivers state.

4.3 Data Analysis

The outcome of the research questions are presented below in tables in order to have access to the data derived in that direction without difficulty. The outcome is broken down depending on the schools types to capture at a glimpse the extent of the implementation of administrative aspect of the Blueprint in Nigerian secondary schools.

R.Q. 1 To what extent has the administrative aspect of the Blueprint on Guidance and Counseling in Nigerian secondary school been implemented?

Table 4.4 Implementation of administrative aspect at Co-education secondary schools

STATE	Responses	Percentage
ANAMBRA	127	23.30
BAUCHI	63	11.56
KANO	64	11.74
KWARA	97	17.80
OYO	99	18.17
RIVERS	95	17.43
Total	545	100

Table 4.4 indicates that the extent of the implementation of the administrative aspect of the Blueprint at Co-education secondary schools of Nigeria stands at 23 percent in Anambra state, which is highest, compared to other states, and the lowest implementation level is in Bauchi state, which is 11.56 percent if compared with the other states.

Table 4.5 Implementation of administrative aspect at single sex female secondary schools

STATE	RESPONSES	PERCENTAGE
ANAMBRA	215	34.85
BAUCHI	62	10.05
KANO	66	10.70
KWARA	85	13.78
OYO	129	20.91
RIVERS	60	9.72
Total	617	100

Table 4.5 shows the extent of the implementation of the administrative aspect of the Blue print in single sex (Female) secondary schools.

Anambra state has the highest Percentage of 34.85, while Rivers comes with the least level of implementation at 9.72 percent if compared with the remaining states.

Table 4.6 Implementation of administrative aspect at single sex male schools

STATE	Responses	Percentage
ANAMBRA	118	21.18
BAUCHI	56	10.05
KANO	79	14.18
KWARA	90	16.16
OYO	124	22.26
RIVERS	90	16.16
Total	557	100

The figures on the above table indicate the extent of the implementation of the administrative aspect of the Blueprint in Single sex (male) Secondary Schools of Nigeria. Oyo state has the highest implementation level of 22.26 percent, while Bauchi state with 10.05 percent as the lowest in terms of the implementation at this level compared with other states of the federation.

Table 4.7 Implementation of administrative aspect at Day Secondary Schools

STATE	Responses	Percentage
ANAMBRA	90	16.89
BAUCHI	54	10.13
KANO	79	14.82
KWARA	89	16.70
OYO	179	33.58
RIVERS	42	7.88
Total	533	100

Studying the above table, one would realise that the implementation of the administrative aspect of the Blueprint at Day Secondary Schools is up to 33.58 percent in Oyo state, which is highest when compared with the extent of the implementation in the remaining states. On the other hand, Rivers state has the least implementation level of only 7.88 percent.

Table 4.8 Implementation of Administrative Aspect at Boarding Secondary Schools

STATE	Responses	Percentage
ANAMBRA	65	13.71
BAUCHI	60	12.66
KANO	112	23.62
KWARA	95	20.04
OYO	22	4.64
RIVERS	120	25.32
Total	474	100

The table above indicates the extent of the implementation of the administrative aspect of the Blueprint in boarding secondary schools of Nigeria where Rivers State has the highest level of implementation of 25.32 percent, followed by Kano state with 23.62. On the other hand, Oyo state with the least implementation level of 4.64 percent.

Table 4.9 Implementation of Administrative Aspect at Junior Secondary Schools

STATE	Responses	Percentage
ANAMBRA	80	11.70
BAUCHI	54	11.27
KANO	60	12.53
KWARA	80	16.70
OYO	108	22.55
RIVERS	97	20.25
Total	479	100

The above table indicates that the implementation level at junior secondary schools of the Blueprint in Nigerian secondary schools is highest in Oyo state, with 20.25 percent compared with other states, while Bauchi state has 11.27 percent as lowest in terms of Implementation of the administrative aspect at junior secondary schools if compared with the remaining states.

Table 4.10 Implementation of Administrative Aspect at Senior Secondary Schools

STATE	Responses	Percentage
ANAMBRA	88	16.39
BAUCHI	62	11.55
KANO	66	12.29
KWARA	84	15.64
OYO	88	16.39
RIVERS	149	27.75
Total	537	100

From the above table it is clear that the extent of the implementation at senior secondary schools is 27.75 percent in Rivers state, while Anambra and Oyo states came second respectively. The lowest state in terms of the implementation is Bauchi state with 11.55 percent compared with other states.

R.Q. 2 To what extent has the financing aspect of the Blueprint on Guidance and Counselling been implemented in Nigerian secondary schools?

To answer the above research question, the data is summarized and presented in tables below. The tables are broken down into smaller units to show the extent of the implementation depending on the school type.

Table 4.11 Implementation of financing aspect at co-education secondary schools

STATE	Responses	Percentage
ANAMBRA	40	23.67
BAUCHI	32	18.93
KANO	41	24.26
KWARA	45	26.63
OYO	06	3.55
RIVERS	05	2.96
Total	169	100

The above table shows the result found out in relation to the extent of implementation of the financial aspect of the Blueprint in Co-education secondary schools of Nigeria. It can be seen that Kwara state stands highest in terms of this aspect with 26.63 percent, then Kano state with 24.26, Anambra 23.67, Bauchi 18.93, Oyo 3.55 while Rivers has the least percentage of 2.96.

Table 4.12 Implementation of Financing Aspect at Single Sex (female) secondary schools

STATE	Responses	Percentage
ANAMBRA	132	36.26
BAUCHI	34	9.34
KANO	38	10.43
KWARA	46	12.63
OYO	109	29.95
RIVERS	05	1.37
Total	364	100

The table above indicates the extent of implementing the financing aspect of the Blueprint in single sex female secondary schools in Nigeria, where Anambra state has 36.26 percent, which stands highest compared to

other states. Oyo state has 29.95, occupying the second position, followed by Kwara state with 12.63, then Kano state with 10.43, Bauchi has 9.34 which made it to be fifth, while lastly is Rivers state with 1.27 level of implementation.

Table 4.13 Implementation of Financing Aspect at Single Sex Male Secondary Schools

STATE	Responses	Percentage
ANAMBRA	118	35.22
BAUCHI	30	8.96
KANO	38	11.34
KWARA	42	12.54
OYO	93	27.76
RIVERS	14	4.18
Total	335	100

The table above presents the outcome of the extent of implementing the financing aspect of the Blueprint in single sex male secondary schools across states of Nigeria. The result indicates that Anambra state has the highest percentage of 35.27, followed by Oyo with 27.76, Kwara 12.54, and then Kano occupies fourth position with 11.34 percent, then Bauchi with 8.96 and lastly Rivers with 4.18 percent.

Table 4.14 Implementation of Financing Aspect at Day Secondary Schools

STATE	Responses	Percentage
ANAMBRA	27	11.84
BAUCHI	28	12.28
KANO	38	16.67
KWARA	40	17.54
OYO	80	35.09
RIVERS	15	6.58
Total	228	100

The table above presented the outcome of the extent of implementing the financing aspect of the Blueprint in day secondary schools of Nigeria. It can be realized that Schools under Oyo state has the highest level of implementation with 35.09 percent, followed by Kwara state with 17.54, then Kano state with 16.67, then Bauchi has 12.28, then Anambra state with 11.84, and lastly Rivers with 6.58 percent.

Table 4.15 Implementation of Financing Aspect at Boarding Secondary Schools

STATE	Responses	Percentage
ANAMBRA	31	16.32
BAUCHI	30	15.79
KANO	58	30.53
KWARA	46	24.21
OYO	08	4.21
RIVERS	17	8.95
Total	190	100

The table above shows the outcome of the extent of the implementation of the financing aspect of the Blueprint in boarding secondary schools of Nigeria. Kano state has the highest percentage of 30.53 percent, followed by Kwara state with 24.21, and then Anambra with 16.32, Bauchi has 15.79, while Oyo has 4.21 and lastly Rivers with 8.95 percent.

Table 4.16 Implementation of Financing Aspect at Junior Secondary Schools

STATE	Responses	Percentage
ANAMBRA	40	21.05
BAUCHI	26	13.68
KANO	37	19.47
KWARA	36	18.95
OYO	27	14.21
RIVERS	24	12.63
Total	190	100

The above table clearly shows the extent of the implementation of financing aspect at junior secondary schools of Nigeria. The figures indicate that Anambra got the highest percentage of 21.05, followed by Kano 19.47 and Kwara 18.95, then Oyo state with 14.21, while Bauchi has 13.68, and lastly Rivers with 12.63 percent.

Table 4.17 Implementation of financing aspect at senior secondary schools

STATE	Responses	Percentage
ANAMBRA	48	19.83
BAUCHI	30	12.40
KANO	38	15.70
KWARA	41	16.94
OYO	26	10.74
RIVERS	59	24.38
Total	242	100

The table above indicates the outcome of the extent of the implementation of the financing aspect of the Blueprint in senior secondary schools of Nigeria where Rivers has 24.38 percent, Anambra state has 19.83 percent, which came second, while Kwara state has 16.94, while Kano has 15.70, Bauchi with 12.40 and lastly Oyo 10.74 percent.

R.Q. 3 To what extent has the evaluative aspect of the Blueprint on Guidance and Counselling been implemented in Nigerian secondary schools?

The findings related to this research question are presented in tabular form below so that easy assessment can be made in relation to the extent of implementation of the evaluative aspect of the Blueprint at various schools in Nigerian secondary schools.

Table 4.18 Implementation of Evaluative Aspect at Co-education Secondary Schools

STATE	Responses	Percentage
ANAMBRA	70	32.86
BAUCHI	35	16.43
KANO	30	14.08
KWARA	44	20.66
OYO	30	14.08
RIVERS	04	1.88
Total	213	100

The above table shows the extent to which the evaluative aspect of the Blueprint is implemented at Co-education secondary schools. The figures in the table reveals that the highest level of implementation is in Anambra state with 32.86 percent, then Kwara state with 20.66, followed by Bauchi with 16.43, then Kano and Oyo state with 14.08 respectively, lastly Rivers 1.88 percent.

Table 4.19 Implementation of Evaluative Aspect at Single Sex Female Secondary Schools

STATE	Responses	Percentage
ANAMBRA	103	38.43
BAUCHI	32	11.94
KANO	34	12.69
KWARA	40	14.93
OYO	43	16.04
RIVERS	16	5.97
Total	268	100

The above table presents the outcome of the extent of implementing the evaluative aspect of the Blueprint in single sex female secondary schools. The result indicates Anambra has the highest percentage of 38.43, then

Oyo state with 16.04, followed by Kwara with 14.93, then Kano with 12.69, followed by Bauchi 11.94, and lastly Rivers with only 5.97 percent.

Table 4.20 Implementation of Evaluative Aspect at Single Sex Male Secondary Schools

STATE	Responses	Percentage
ANAMBRA	51	23.83
BAUCHI	34	15.89
KANO	31	14.49
KWARA	43	20.09
OYO	51	23.83
RIVERS	04	1.87
Total	214	100

The table above shows the extent of implementation of the evaluative aspect in single sex (male) secondary schools in Nigeria where Anambra and Oyo state have the highest percentage of 23.83 respectively, then Kwara with 20.09, while Bauchi has 15.89, followed by Kano state, which has 14.49 and lastly Rivers 1.87 percent.

Table 4.21 Implementation of Evaluative Aspect at Day Secondary Schools

STATE	Responses	Percentage
ANAMBRA	28	13.21
BAUCHI	28	13.21
KANO	31	14.62
KWARA	38	17.92
OYO	70	33.02
RIVERS	17	8.02
Total	212	100

The above table indicates the extent of implementation of the evaluative aspect of the Blue print in Day secondary schools of Nigeria where it is clear Oyo state has the highest percentage of 33.02, seconded by Kwara state with 17.92, Kano occupying third position with 14.62, followed by

Anambra and Bauchi with 13.21 respectively, lastly Rivers state with 8.02 percent.

Table 4.22 Implementation of Evaluative Aspect at Boarding Secondary Schools

STATE	Responses	Percentage
ANAMBRA	22	10.53
BAUCHI	34	16.27
KANO	44	21.05
KWARA	45	21.53
OYO	38	18.18
RIVERS	26	12.44
Total	209	100

It is clear from the above table the extent of implementation of the evaluative aspect of the Blue print in Boarding secondary schools where Kwara state has the highest percentage of 21.53, then Kano state with 21.05, then Oyo with 18.18, followed with Bauchi which has 16.27, then Rivers state with 12.44, and lastly Anambra has 10.53 percent.

Table 4.23 Implementation of Evaluative Aspect at Junior Secondary Schools

STATE	Responses	Percentage
ANAMBRA	46	21.80
BAUCHI	32	15.17
KANO	28	13.27
KWARA	42	19.91
OYO	24	11.37
RIVERS	39	18.48
Total	211	100

The table above indicates the outcome of the implementation of the evaluative aspect of the Blue print Junior secondary schools where Anambra state stands highest among the sampled states with 21.80 percent, then Kwara came second with 19.91, then Rivers with 18.48,

then Bauchi with 15.17, followed by Kano with 13.27, and lastly Oyo with 11.37 percent.

Table 4.24 Implementation of Evaluative Aspect at Senior Secondary Schools

STATE	Responses	Percentage
ANAMBRA	48	21.43
BAUCHI	34	15.18
KANO	34	15.18
KWARA	46	20.54
OYO	31	13.84
RIVERS	31	13.84
Total	224	100

The table above indicates the extent of implementation of the evaluative aspect of the Blue print senior secondary schools where Anambra state recorded the highest percentage 21.43, then Kwara with 20.54, then Bauchi and Kano with 15.18 occupying third position, while Oyo has 13.84 occupying last position respectively.

4.4 Hypotheses Testing

Six hypotheses were tested each containing the main variables studied (administrative, financing and evaluation aspects of the Blue print on guidance and Counselling). They form the bedrock of analyzing the data in order, to ascertain whether differences exist between the schools in terms of implementation of the Blueprint as well as the states studied The analysis has been presented in tables using Chi square in testing the differences among the variables.

Hypothesis 1: There is no significant difference between single sex (male) and co-education secondary schools in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of Guidance and Counselling.

Table 4.25 Coeducation vs. Single sex male secondary schools

Variables	Co education	Single sex (Male)	TOTAL
A	545(502.49)	557(599.51)	1102
F	169(229.81)	335(274.19)	504
E	213(194.70)	214(232.30)	427
TOTAL	927	1106	2033

Figures in brackets are the expected frequencies

$$X^2 = 39.35$$

$$X^2 \text{ Critical} = 9.48$$

It is clearly pointed out from the table above that there is significant difference in terms of implementing the administrative, financing and evaluative aspects of the Blueprint in Coeducation and single sex secondary schools in Nigeria. This is because the computed Chi square value (39.35) is greater than the critical Value at .05 level of significance (9.48). This made us to reject the Null hypothesis.

Hypothesis 2: There is no significant difference between single sex (female) and co-education secondary schools in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of Guidance and Counselling.

Table 4.26 Coeducation vs. Single sex female secondary schools

Variables	Co education	Single sex (female)	TOTAL
A	545(502.49)	617(666.98)	1162
F	169(229.81)	364(305.94)	533
E	213(194.70)	268(276.09)	481
TOTAL	927	1249	2176

$$X^2 = 35.23$$

$$X^2 = \text{Critical } 9.48$$

The table above shows that the computed Chi square value is 35.23 while the critical value is 9.48 at .05 level of significance. This indicates one is to reject the null hypothesis and accept that, there is a significant difference in terms of implementing the administrative, financing and evaluative aspects of the Blueprint between Coeducation and single sex female secondary schools of Nigeria.

Hypothesis 3: There is no significant difference between senior and junior secondary schools in terms of the implementation of the administrative, financing and evaluation aspects of the Blueprint of Guidance and Counselling.

Table 4.27 Senior Secondary vs. Junior Secondary Schools

Variables	Senior Secondary Schools	Junior secondary Schools	TOTAL
A	537(541.18)	479(474.82)	1016
F	242(230.11)	190(201.89)	432
E	224(231.71)	211(203.29)	435
TOTAL	1003	880	1883

$$X^2 = 1.93$$

$$X^2 \text{ Critical } 9.48$$

The computation with regards to the table above indicates that the computed Chi square value is 1.93 while the critical value is 9.48 at .05 level of significance. This simply means the null hypothesis is to be accepted signifying that there is no significant difference in terms of implementing the administrative, financing and evaluative aspects of the Blue print between senior and junior secondary schools of Nigeria.

Hypothesis 4: There is no significant difference between Day and Boarding secondary schools in terms of the implementation of the administrative, financing and evaluative aspects of the Blueprint of Guidance and Counselling.

Table 4.28-Day secondary schools vs. Boarding Secondary Schools

Variables	Day Secondary Schools	Boarding secondary Schools	TOTAL
A	533(530.78)	474(476.22)	1007
F	228(220.32)	190(197.68)	418
E	224(221.90)	209(199.10)	421
TOTAL	973	873	1846

$$X^2 = 1.82$$
$$X^2 \text{ Critical} = 9.48$$

The above table shows that the computed Chi square is 1.82 while the critical value is 9.48 at .05 level of significance. The result indicates the acceptance of the null hypothesis that, there is no significant difference between day and boarding secondary schools in Nigeria.

Hypothesis 5: There is no significant difference between states of the federation in terms of the implementation of the administrative, financing and evaluative aspects of the Blueprint of Guidance and Counselling.

Table 4.29 States of the Federation

Variable s	Anambra	Bauchi	Kano	Kwara	Oyo	Rivers	Total
A	783(847.03)	411(453.67)	526(558.28)	620(647.95)	749(739.22)	653(495.84)	3742
F	436(388.88)	210(208.28)	288(256.32)	296(297.48)	349(339.39)	139(227.65)	1718
E	368(351.08)	229(188.04)	232(231.40)	298(268.57)	287(306.39)	137(205.52)	1551
TOTAL	1587	850	1046	1214	1385	929	7011

$$X^2=143.34$$

$$X^2=28.86$$

The tables above show that the computed Chi square value is 143.34 while the Critical value is 28.86. Impliedly this means there is a significant difference between the sampled states of Nigeria in terms of the implementation of the administrative, financing and evaluative aspects of the Blueprint. Therefore, the null hypothesis is rejected, because the computed chi square is greater than critical value at .05 level of significance.

Hypothesis 6: There is no significant difference between the Geo-Political Zones of Nigeria in terms of implementing the administrative, financing and evaluation aspect of the Blueprint on Guidance and

Table 4.30 Geo Political Zones

Variable s	South East	North East	North West	North Central	South West	South- South	Total
A	783(847.03)	411(453.67)	526(558.28)	620(647.95)	749(739.22)	653(495.84)	3742
F	436(388.88)	210(208.28)	288(256.32)	296(297.48)	349(339.39)	139(227.65)	1718
E	368(351.08)	229(188.04)	232(231.40)	298(268.57)	287(306.39)	137(205.52)	1551
TOTAL	1587	850	1046	1214	1385	929	7011

$$X^2=143.34$$

$$X^2=28.86$$

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The table above shows that the computed Chi square value is 143.34 while the Critical value is 28.86. Impliedly this means there is a significant difference between the Geo Political Zones of Nigeria in terms of the implementation of the administrative, financing and evaluative aspects of the Blueprint. Therefore, the null hypothesis is rejected.

4.5 Summary of Findings

The following were found to be the major findings of this research:

1. There is a significant difference in terms of implementing the administrative, financing and evaluation aspects of the Blueprint on guidance and counselling between single sex male and co education secondary schools in Nigeria. As can easily, be deduced from the analysis so far made.
2. It is also clear that there is a significant difference in terms of implementing the administrative, financing and evaluation aspects of the Blueprint on guidance and counselling between single sex female and co education secondary schools in Nigeria.
3. The research also found out that there is no significant difference in terms of implementing the administrative, financing and evaluative aspects of the Blueprint on Guidance and Counselling between Senior Secondary Schools and Junior Secondary schools in Nigeria.
4. In addition, the research found out that there is no significant difference in terms of implementing the administrative, financing

and evaluative aspects of the Blueprint on Guidance and Counselling between Day and Boarding Secondary schools in Nigeria. As can be seen in the analysis.

5. The results further shows there is significant difference in terms of implementing the administrative, financing and evaluative aspects of the Blueprint on Guidance and Counselling between states in Nigeria. This is obvious going by the figures at our disposal one can observe that by ranking the states: Anambra state occupies the highest position, followed by Oyo, Kwara, Kano, Bauchi, and Rivers respectively.

6. The research also found out that there is generally low-level implementation of the three aspects in Nigerian secondary schools. This is obvious if the percentage is taken into cognizance where 38% was seen to be above all other points arrived at.

4.6 Discussion on Findings

Guidance and counseling which is recognized as one of the key educational services provided in Nigerian secondary schools. As clearly stated in section 11 of the 2004 National Policy on Education and other related sections. In terms of implementing the policy provision by both states and federal government. In its effort to provide a common focus or a reference point for the practitioners the federal ministry of education under the minister ship of Professor Tunde Adeniran produced a Blueprint on Guidance and Counseling for Educational Institutions of Nigeria.

One will emphasize that Guidance and Counseling practice is primarily concerned with how to assist the individual client to understand himself, the world around him and so be able to live a normal and well-adjusted life (Blueprint, 2000). As such, the administration of such practice in Nigerian secondary school demands a lot of commitment by counselors and other stakeholders in schools' activities. This is because helping someone to help himself in his effort to resolve some of his difficulties in life like: ignorance of cadre prospects and personality maladjustment is not a man affair. This is to say, others need to come in for their support and encouragement and investment need to be made by those bestowed with resource allocation.

Going by the data at hand, one can point out that both schools counselors and students of Nigerian secondary schools are in a dilemma about the provision of the counseling office or room. Many a times, if we critically study the situation, because of the lack of enough buildings in most of our secondary schools to accommodate both staff and students counselors do not have their own personal counseling room, rather they have to attend to students in common rooms, or in exams office or even outside which is not conducive for counseling relationship. Ideally, a client needs to be comfortable and feel related with the counseling office (Kolo, 1991). This tends to discourage clients to open up and explain comfortably what brought them to the counselor. As a result, of which counselors' efforts to apply intervention skills are grossly affected. In a situation where there are counseling offices such offices are not well located as such, it is

difficult for newcomers to even know where to locate such an important place in their lives.

Conduciveness of the counseling rooms counts a lot in relation to effective counseling. Ideally, an office of that caliber needs to be well electrified, furnished, tidy and well ventilated. This gives the client a sense of coming to the right place where there will be an atmosphere of professionalism in which he can express himself. Such a situation will make him recognize the efficacy of the counseling relationship. Instead of the claim made by those that cast doubt about the efficacy of guidance and counseling as an innovation (Akpan and Awana, 2004). The situation can probably not be disassociated with the common trend of lack of electricity in most parts of the country and lack of commitment by most of the leaders of various sectors of social and other services, or by the nonchalant attitude of most people in Nigeria to see things going smoothly and in an ideal manner. It was found out that some school personnel do sometimes view counselors as people with hidden agendas. As such making them comfortable will help to perpetuate their wrong doings.

In most cases, counselors operate a one-man show activity. This is because, the relationship, which ideally needs to be enhanced for the smooth running of guidance administration, is found to be lacking in most of the Nigerian secondary schools. It has to be recognized that principals, vice principals, senior masters, health masters, games masters, housemasters, parents, students have vital roles and functions to discharge in respect of guidance and counseling administration. It seems

many of such Para-guidance staff are ignorant of their roles and functions. That is why most of the efforts put forward by the schools' counselors can hardly be felt. Nigerian schools' counselors need to realize that, there are vital things that they can benefit from other schools' personnel to facilitate their work (counseling) as rightly pointed out by Okubanjo (2003).

Considering the above, lack of such collaborative efforts is one of the key areas, which drew back the implementation of the blueprint on most of the Nigerian secondary schools.

Factors such as low qualification, random assignment of counselors by schools' principals, dearth of professional counselors in most of Nigerian secondary schools can be said to be responsible for such development (Ayuba, 2002).

Counseling activities, which need to be communicated to students, teachers, schools' administrators through journals, newsletters, or seminars is found to be lacking in most cases. This signifies I do not care attitude attributed to such important services. One needs to know that counseling is not an event, which happens once and for all, but it is a continuous process, which goes through out one's life (Kolo, 1992). This attitude probably cannot be disassociated with the common fact of the situation education found itself in this country. Some schools' managers normally capitalize on staff meetings, parents teachers association meetings to intimate students or teachers about particular programme of their counseling units.

It has to be realized that, the more awareness about the provision of guidance and counseling services the higher students and other Para-guidance and counseling staff will benefit from such services. On the other hand, many students do underrate the counselors' role and functions in most of Nigerian schools because of lack of orientation to look for a professional help. Such information gap tantamount to low functionality of most guidance and counseling units of Nigerian secondary schools.

Recognition is given to those who are due for it, if people become by himself or in some situation with friends or anybody he chooses. This signifies a number of so many related factors that brought about such pathetic situation but the most important is that state ministry of education or other boards responsible for secondary education do not directly employ and post counselors to schools as they did to teachers. Instead, counselors at the initial stage are usually employed as classroom teachers. The level of one's experience (teaching) or, closeness to school's administration or gender in some cases determines his appointment as school's counselor nowadays in most of the Nigerian secondary schools

Another important issue which also need to be discussed is the issue of ratio of student / counselor. This is grossly inadequate taking into cognizance the large number of students in Nigerian secondary schools. Presently, one can easily conclude that, this factor is seriously affecting the implementation of the administrative aspect of the blueprint. Let us

take Kano State as an example, according to ministry of education statistics of 2005 it has up to 240,539 students with only 396 counselors expected to attend to cases reported by such students. Impliedly, this indicated each counselor has to handle 607 students' cases. This is far above the average ratio of 250:1 (Denga, 1983). This definitely complicated counselors' role of counseling as well as proper administration of guidance activities. The situation is almost common in most public secondary schools where Denga (1983) says the ratio is 800:1 counselor. In rare cases, such as: special schools like that of Federal Government, Military Secondary Schools, University based schools as well as standard elitists private secondary schools have reasonable number of counselors (Akinade, 1990).

Allocation of enough funds to any human endeavour enhances its success and speedy development. With funds, much is achieved and the goals set are easily attained (Blueprint 2000). Guidance activities of Nigerian secondary schools for its proper implementation need sufficient fund. This is the reason why it has been recommended in the Blueprint of Guidance and Counseling that each tier of government should set a side a specific percentage of its annual budget for guidance and counseling programme. The provision of such fund will address those issues of personnel training, provision of infrastructure, acquisition of guidance tools, organizing workshops and seminars for updating the skills of practitioners, provision of support services, provision of research and

evaluation facilities, sponsoring counselors for local, national and international conferences and seminars.

Looking at the data obtained from the filed indicating the level of implementation of the funding aspect one can say that, many schools are grossly affected by lack of fund allocation to run guidance activities from the said tiers of government. This is because the highest implementation level was only 25.37% in Anambra State. This development confirms the claim made by Kolo (1992) that:

A most unfortunate aspect of educational development in Nigeria is the thwarted approach to funding the system. The thwarted nature of funding, especially with the public schools system is in the resort to sole reliance on government been the only source of financing most inputs required for making the system work

The situation clearly pointed out that it is only few schools do even regard or give room for the budgeting procedure to be adopted by counseling units of their schools. This tantamount to lack of focus of many programmes or lack of prominence of such counseling activities in the schools. Counselors in this situation hardly perform up to expectation this is because budget provides focus and give room for allocating enough funds to the desired or proposed guidance activities. This development must not be unconnected with the common practice of centralizing most educational services to the ministry of education officials or schools' principals to determine 'who is to get what'. Mostly principals give periodical intervention when it comes to mounting programmes in their

respective schools instead of mobilizing such units to prepare budgets and defend the budgets for proper implementation.

As earlier recommended in the National Policy on Education concerning the sponsorship of those interested staff to go and read Guidance and Counseling to have the required work force. States governments are living up to expectation by releasing and sponsoring such staff through in-service or leave of absence training programme.

The fundamental issue is that, many state governments do not give preferential standing order for systematic training of counseling staff. Instead those teachers that accidentally or intentionally seek to go for further studies in the area of Guidance and Counseling on their own conviction do strive and explore the opportunity of their capacity building in that respect solicit the assistance of state government to sponsor them.

In an ideal situation, the state governments should come up with staff development packages and motivate teachers to professionalize themselves in the area of guidance and counseling. This is, indeed one of the area which deserves to be given due recognition. Qualified guidance personnel need to be provided to man counseling units in Nigerian Secondary Schools affectively.

Funding of guidance activities in specific terms by the local government or federal government if compared with the state governments intervention is said to be very low based on the data obtained. In most situations, locally generated school revenue is expected to guidance units and even this has to be based on the request usually made by counselors. In some

situations, guidance committees were found to organize fund raising in special situations.

One cannot be surprised of such development if consideration is made to the budgetary allocation to education sector in this country. The country has never met the 26% of total budgetary allocation to education recommended by UNESCO. The total federal allocation to education had been on decline from 11.13% in 1999, 8.70% in 2000 to 7.0% in 2001 (FME/UBE/CBN, 2002).

It was dully recognized at the northern states submit of commissioners of education, that the funding of education was grossly inadequate. Annual budgetary allocation by the northern states in the past years have been far short of the 26% recommended minimum (Arewa House,2000).But the present administration responded to the yearning need of the education sector by allocating a higher percentage for the education in the 2008 budget (Mahmoud, 2007). Kano State also followed the same footstep of the federal government by allocating the highest proportion of the budget of 2008 to education sector of 12.6. This will improve the quality of the services provided in Nigerian Secondary Schools. It is commonly observed there is lack of counseling facilities in most of the counseling units of Nigerian secondary school due to the poor funding of such important service. Hardly one can find modern I.C.T facilities, like computers, audio and video tapes, C.Ds etc in many of Nigerian public secondary schools. The little resources that are put in place are nothing to write home about.

Evaluation, which is meant to move the counseling activities forward, was also closely assessed. The findings reveal among other things the status of the guidance and counseling services is at a due need of improvement. This is because; they are affected by militating factors like inadequate disbursement of funds to run the affairs of the guidance units of Nigerian secondary schools. Implementation level of the evaluative aspect of the Blueprint stands at a higher percentage of 23.73% in Anambra State compared to the remaining sampled states of different geo-political zones. Such services (Guidance) were in a serious dilemma because of lacking in the basic ingredients such as: offices that are well furnished for counseling activities that can facilitate students' growth and development. Generally, many of the respondents are of the opinion of improving the standard of the guidance activities of their schools. One need to relate that, close observation of the whole situation will reveal that many students do not appreciate the previous made by guidance units because of so many factors like: misconceptions about the role and functions of the counseling masters / counselors, opposition from colleagues, doubt about efficacy of the guidance and counseling and other related problems (NTI). It is only through proper evaluation of guidance activities an objective assessment can be realized on the current trend of guidance and counseling in Nigerian schools. This will amount to address those areas which need serious attention for functional service delivery to be attained.

Capacity building in relation to the present schools counselors, fund allocation, counseling tools, collaborative efforts in terms of guidance administration, counseling services all need to be given due regards in order to enhance the functionality of guidance and counseling in Nigerian public secondary schools.

Through proper evaluation areas of research interest can be discovered so that counselors can expand their efforts in such direction. The situation now is quite pathetic because hardly do you find secondary schools' counselors devoting their time to conduct researches that can help in alleviating students' problems e.g. drug abuse, delinquency, poor study habits, examination malpractice, cultism etc. This is because of the situation they found themselves which is more or less discouraging than encouraging.

The idea behind providing such services is to improve educational practices as rightly pointed out by Uba (2007) where he says the idea of reforms all over the world is based on the assumption that reform is good and that it leads to an improvement in educational practices and process and subsequently produce better citizens.

The current practice in terms of guidance and counseling activities in Nigerian secondary schools indicates a wide gap between policy statement in respect of guidance and counseling and the actual practice in most of the secondary schools. This situation confirms a claim by Hariparsad (2004), where he cited works like that of (Sayed & Yansen, 2001; Stiller and Hiebert, 1999; Spillane, et al, 2002; Stoll and Fink, 1996; Taylor and

Vinjevold, 1999; Tyark and Cuban, 1995; Ward et al, 2003) saying that many of these studies claim that policy reforms designed to improve the quality of schooling have been more rhetorical than substantive, in their impact in classrooms and schools, thus exposing the dissonance between policy intention and policy outcomes at the level of practice.

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CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

This chapter gives a summary of the previous chapters, conclusions arrived in the course of conducting the research, as well as recommendations put forward for practice as well as for further research. The recommendations were made, in order to, assist practitioners and policy makers to bring about the required adjustment.

5.2 Summary:

The research extensively dealt with issues like: background to the study, statement of the problem, objectives of the study which are enumerated and amount to eight, followed by eighteen research questions coined out from the stated objectives, then six hypotheses were formulated and formed the bedrock of using the chi square statistics. To find out the existing differences between the implementation levels, of the three main variables at respective category of the sampled schools, significance of the study in relation to those that are likely going to benefit from the outcome of the research, scope and limitation of the research was also treated in the same chapter.

The theoretical framework, Institutionalism and Social compliance theories formed the foundation of the work. Review of empirical researches was extensively carried out. Summary and uniqueness of the

study. Relevant issues were highlighted concerning what is known about the related works of others.

The research design, population and sample, sampling technique, data collection instrument, procedure for validation of data collecting instrument, pilot study, procedure for data collection and procedure for data analysis were carefully explained.

Data was presented and analyzed. This entails summary of data, tabular presentation of the data in answering the research questions as well as the analysis carried out, discussions, and summary of major findings.

Chapter five treated those issues that have to do with the entire summary of what is contained on the previous chapter, conclusions arrived at, and recommendations both for practice and for further research.

5.3 Conclusions:

Guidance and Counselling services do exist in Nigerian secondary schools but their functionality needs improvement. Because, of the situation on the ground. The low-level implementation served as an indicator in almost all the research variables.

Guidance and Counselling administration is a collective responsibility of the entire personnel of a school but many of such staff tends to ascribe it to the assigned officer (teacher counsellor). Staff are normally motivated if they are properly involved in running schools activities. Guidance and Counselling as a core service among other schools services must involve others for successful implementation.

Facilities needed for the Guidance and counselling activities were found to be grossly inadequate, to cater for the individuals' need of large number of students in Nigerian secondary schools. The issue is that such facilities enhanced the delivery and patronage. Majority of schools Counsellors are handicapped in discharging their duties due to inadequate facilities.

It is only on rare occasions Schools' counsellors go for in-service training, workshops, seminars (local or international) so as, to update their knowledge and discharge their duties effectively. This definitely draws back Counsellors performance because new ideas are needed for the capacity building of Schools Counsellors.

The Counsellor Students ratio was found to be grossly inadequate that posed serious challenges to all practicing counsellors. Critical analysis of the true situation will show that the Counsellors on the ground cannot manage the students effectively. This is because most of the schools are over populated with students and hardly have you found enough Counsellors to listen to the students' problems.

Problems associated with implementing a policy into practicable situations also made it very difficult to implement the Blueprint to an expected level.

It was realized in the literature policy implementation come with it number of problems not only in Nigeria but also in other Countries.

Mostly what has been proposed on policies was not the actual happening.

The implementation of the administrative aspect is higher in the female secondary school in Anambra (South South) state, followed by day

schools in Oyo state (South-West). This show the eastern states lead other states in this regards.

The implementation of the financing aspect of the blueprint is found to be higher in South South geo- political zone. In which, the single sex female secondary schools has the highest percentage, then single sex male secondary schools.

The evaluative aspect of the blueprint has the highest level of implementation at Anambra state (South South). In addition, the single sex female' schools lead the rest then followed by co-education secondary schools of the same state.

Generally, one can say that, Anambra (South South) state has the highest level of implementation of the three aspects studied, then Oyo (South-West) state in respect of administrative, and financing aspect, while the second position of the evaluative aspect was found in Kwara state (North central). The lowest implementation is at Rivers (South East) state in respect of financing and evaluative aspect. While Bauchi state (North East) has the lowest level of implementation of the administrative aspect. Kano state usually, falls in the intermediate position.

5.4.1 Recommendations for practice

1. Guidance and Counselling units should be made functional by providing all necessary motivation by the concerned quarters.
2. Principals of Nigerian secondary schools should do anything possible within their domain to encourage Counsellors discharge their duties.
3. Ministry of education should mobilize teacher Counsellors to go for in- service training. In order to abreast themselves with the current development in helping services. It is only if Counsellors are well trained in the profession they become conscious of their responsibilities and work professionally towards implementing any policy.
4. Facilities needed for Guidance activities should be made available in Nigerian secondary schools. This can be possible through adequate provision of funds. This is the obligation of the three tiers of government. Proper utilization of the limited resources at hand as well as exploring other avenues.
5. Both teaching and non-teaching staff should be fully mobilized to realize their role(s) when it comes to guidance administration. Through which they can give their maximum support in assisting students. Students have problems of various dimensions
6. Counsellors in collaboration with Schools principals should endeavour to formulate a short and long term counselling goals in order to facilitate the developmental well being of their students.

7. Counselling units of Nigerian secondary schools should be periodically assessed. This can give way to enhancing their services, addressing their immediate demands by those in authority, capacity building of the counsellors and maximizing students benefit.

5.4.2 Recommendation for further research:

A research of this nature cannot terminate at this point. This is because similar efforts need to be put forward by other researchers to explore the remaining parts of the Blueprint. In order to come up with the empirical data that can intimate policy formulators and practitioners what is actually going on in practical situations.

Modifications, adjustments and progress can only be possible through periodic assessment of policies, reforms and their implementation. This is the right way of making progress in all sectors of human development. Therefore, it is highly recommended for other scholars to embark on a similar effort on the remaining aspects of the Blueprint. It is through such efforts meaningful development can take place.

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APPENDIX I
R.Q. I

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	127 (23.30%)	215 (34.85%)	118 (21.18%)	90 (16.89%)	65 (13.71%)	80 (16.70%)	88 (16.39%)	783 (20.92%)
Bauchi	63 (11.56%)	62 (10.05%)	56 (10.05%)	54 (10.13%)	60 (12.66%)	54 (11.27%)	62 (11.55%)	411 (10.98%)
Kano	64 (11.74%)	66 (10.70%)	79 (14.18%)	79 (14.82%)	112 (23.62%)	60 (12.53%)	66 (12.29%)	526 (14.06%)
Kwara	97 (17.80%)	85 (13.78%)	90 (16.16%)	89 (16.70%)	95 (20.04%)	80 (16.70%)	84 (15.64%)	620 (16.57%)
Oyo	99 (18.17%)	129 (20.91%)	124 (22.26%)	179 (33.58%)	22 (4.64%)	108 (22.55%)	88 (16.39%)	749 (20.02%)
Rivers	95 (17.43%)	60 (9.72%)	90 (16.16%)	42 (7.88%)	120 (25.32%)	97 (20.25%)	149 (27.75%)	653 (17.45%)
Total	545 (100%)	617 (100%)	557 (100%)	533 (100%)	474 (100%)	479 (100%)	537 (100%)	3742 (100%)

R.Q. II

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	40 (23.67%)	132 (36.26%)	118 (35.22%)	27 (11.84%)	31 (16.32%)	40 (21.05%)	48 (19.83%)	436 (25.37%)
Bauchi	32 (18.93%)	34 (9.34%)	30 (8.96%)	28 (12.28%)	30 (15.79%)	26 (13.68%)	30 (12.40%)	210 (12.22%)
Kano	41 (24.26%)	38 (10.43%)	38 (11.34%)	38 (16.67%)	58 (30.53%)	37 (19.47%)	38 (15.70%)	288 (16.76%)
Kwara	45 (26.63%)	46 (12.63%)	42 (12.54%)	40 (17.57%)	46 (24.21%)	36 (18.95%)	41 (16.94%)	296 (17.22%)
Oyo	06 (3.55%)	109 (29.95%)	93 (27.76%)	80 (35.09%)	08 (4.21%)	27 (14.21%)	26 (10.74%)	349 (20.31%)
Rivers	05 (2.96%)	05 (1.37%)	14 (4.18%)	15 (6.58%)	17 (8.95%)	24 (12.63%)	59 (24.38%)	139 (8.09%)
Total	169 (100%)	364 (100%)	355 (100%)	228 (100%)	190 (100%)	190 (100%)	242 (100%)	1718 (100%)

R.Q. III

States	Co-ed	SS (Female)	SS (Male)	Day schools	Boarding school	J.S.S.	S.S.S.	Total
Anambra	70 (32.86%)	103 (38.43%)	51 (23.83%)	28 (13.21%)	22 (10.53%)	46 (21.80%)	48 (21.43%)	368 (23.73%)
Bauchi	35 (16.43%)	32 (11.94%)	34 (15.89%)	28 (13.21%)	34 (16.27%)	32 (15.17%)	34 (15.18%)	229 (14.76%)
Kano	30 (14.08%)	34 (12.69%)	31 (14.62%)	31 (14.62%)	44 (21.05%)	28 (13.27%)	34 (15.18%)	232 (14.96%)
Kwara	44 (20.66%)	40 (14.93%)	43 (20.09%)	38 (17.92%)	45 (21.53%)	42 (19.91%)	46 (20.54%)	298 (19.21%)
Oyo	30 (14.08%)	43 (16.04%)	51 (23.83%)	70 (33.02)	38 (18.18%)	24 (11.37%)	3 (13.84%)	287 (18.50%)
Rivers	04 (1.88%)	16 (5.97%)	04 (1.87%)	17 (8.02%)	26 (12.44%)	39 (18.48%)	31 (13.84%)	137 (8.83%)
Total	213 (100%)	268 (100%)	214 (100%)	212 (100%)	209 (100%)	211 (100%)	224 (100%)	1551 (100%)

HYPOTHESIS I

Variables	O	E	(O - E)	(O - E) ²	(O - E) ² /E
A	545	502.49	42.51	1807.10	3.60
F	169	229.81	-60.81	3697.86	16.09
E	213	194.70	18.3	334.89	1.72
A	557	599.51	-42.51	1807.10	3.01
F	335	274.19	60.81	3697.86	13.49
E	214	232.30	-18.3	334.89	1.44

$$X^2 = 39.35$$

HYPOTHESIS II

Variables	O	E	(O - E)	(O - E) ²	(O - E) ² /E
A	545	495.02	49.98	2498.00	5.05
F	169	227.06	-58.06	3370.96	14.85
E	213	204.91	8.09	65.49	0.32
A	617	666.98	-49.98	2498.00	3.75
F	364	305.94	58.06	3370.96	11.02
E	268	276.09	-8.09	65.45	0.24

$$X^2 = 35.23$$

HYPOTHESIS III

Variables	O	E	(O - E)	(O - E) ²	(O - E) ² /E
A	537	541.18	-4.18	17.47	0.03
F	242	230.11	11.89	141.37	0.61
E	224	231.71	-7.71	59.44	0.26
A	479	474.82	4.18	17.47	0.04
F	190	201.89	-11.89	141.37	0.70
E	211	203.39	7.71	59.44	0.29

$$X^2 = 1.93$$

HYPOTHESIS IV

Variables	O	E	(O - E)	(O - E) ²	(O - E) ² /E
A	533	530.78	2.22	4.93	0.01
F	228	220.32	7.68	58.98	0.27
E	212	221.90	-9.9	98.01	0.44
A	474	476.22	-2.22	4.93	0.01
F	190	197.68	-7.68	58.98	0.60
E	209	199.10	9.90	98.01	0.49

$$X^2 = 1.82$$

HYPOTHESIS v

States		O	E	(O - E)	(O - E) ²	(O - E) ² /E
Anambra	A	783	847.03	-64.03	4099.84	4.84
	F	436	388.88	47.12	2220.29	5.71
	E	368	351.08	16.92	286.29	0.82
Bauchi	A	411	453.67	-42.67	1820.73	4.01
	F	210	208.28	1.72	2.96	0.01
	E	229	188.04	40.96	1677.72	8.92
Kano	A	526	558.28	-32.28	1041.90	1.87
	F	288	256.32	31.68	1003.62	3.92
	E	232	231.40	0.60	0.36	0.00
Kwara	A	620	647.95	-27.95	781.20	1.21
	F	296	297.48	-1.48	2.19	0.01
	E	298	268.57	29.43	866.12	3.22
Oyo	A	749	739.22	9.78	95.65	0.13
	F	349	339.39	9.61	92.35	0.27
	F	287	306.39	-19.39	375.97	1.23
Rivers	A	653	495.84	157.16	24699.26	49.81
	F	139	227.65	-88.65	7858.82	34.52
	E	137	205.52	-68.52	4694.99	22.84

$$X^2 = 143.34$$

HYPOTHESIS vi

Zones		O	E	(O - E)	(O - E) ²	(O - E) ² /E
South-East	A	783	847.03	-64.03	4099.84	4.84
	F	436	388.88	47.12	2220.29	5.71
	E	368	351.08	16.92	286.29	0.82
North-East	A	411	453.67	-42.67	1820.73	4.01
	F	210	208.28	1.72	2.96	0.01
	E	229	188.04	40.96	1677.72	8.92
North-West	A	526	558.28	-32.28	1041.90	1.87
	F	288	256.32	31.68	1003.62	3.92
	E	232	231.40	0.60	0.36	0.00
North-Central	A	620	647.95	-27.95	781.20	1.21
	F	296	297.48	-1.48	2.19	0.01
	E	298	268.57	29.43	866.12	3.22
South-West	A	749	739.22	9.78	95.65	0.13
	F	349	339.39	9.61	92.35	0.27
	F	287	306.39	-19.39	375.97	1.23
South-South	A	653	495.84	157.16	24699.26	49.81
	F	139	227.65	-88.65	7858.82	34.52
	E	137	205.52	-68.52	4694.99	22.84

$$X^2 = 143.34$$

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APPENDIX II

3.7. Pilot Study:

To further ascertain the validity and reliability of the instrument a pilot study was conducted. Three states were chosen and in every state each category of school was represented. The result is presented as follows:

HYPOTHESIS I: There is no significant difference between single sex (male) and co-education Secondary School of Nigeria in terms of the implementation of the administrative, Financing and evaluation aspects of the blueprint of guidance and counselling.

Table 3.7.1. Single Sex (male) and Co-education Schools

CATEGORIES	O	E	(O-E)	(O-E) ²	(O-E) ² /E
A	225	221.47	3.53	12.46	0.06
F	110	112.46	-2.46	6.05	0.05
E	104	105.06	-1.06	1.12	0.01
A	224	227.52	-3.52	12.39	0.05
F	118	115.53	2.47	6.10	0.05
E	109	107.93	1.07	1.14	0.01

$$X^2=0.23$$

Key: A= Administrative

F= Finance

E= Evaluation

Studying the table above indicates there is no significant difference among single sex male schools and co-education school in Nigeria in terms of implementing the administrative financing and evaluation aspect of the Blue print on guidance and counselling. The completed $X^2=0.23$ compared with the critical value of 5.99 at the level of significance of .05 make us to accept the Null-hypothesis.

HYPOTHESIS II: There is no significant difference between single sex (female) and co-education Secondary School of Nigeria in terms of the implementation of the administrative, Financing and evaluation aspects of the blueprint of guidance and counselling.

Table 3.7.2. Single Sex (female) and Co-education Schools

CATEGORIES	O	E	(O-E)	(O-E) ²	(O-E) ² /E
A	213	215.05	-2.05	4.20	0.02
F	118	116.13	1.87	3.50	0.03
E	106	105.80	0.20	0.04	0.00
A	224	221.94	2.06	4.24	0.02
F	118	119.86	-1.86	3.46	0.03
E	109	109.19	-0.19	0.04	0.00

$$X^2=0.23$$

Observing the above table make us to realize that, the computed value is 0.23 which if compared with the critical X^2 value of 5.59 at .05 level of significance. It makes us to accept the Null hypothesis that there was no significant difference in terms of implementing the administrative financing and evolution aspect of the bleu print on guidance and counselling in Single Sex (female) and co-education Secondary School.

HYPOTHESIS III: There is no significant difference between Senior and Junior Secondary School of Nigeria in terms of the implementation of the administrative, Financing and evaluation aspects of the blueprint of guidance and counselling.

Table 3.7.3. Senior and Junior Secondary Schools

CATEGORIES	O	E	(O-E)	(O-E) ²	(O-E) ² /E
A	212	212.78	-0.78	0.61	0.003
F	109	109.01	-0.01	0.00	0.00
E	114	113.20	0.80	0.64	0.01
A	194	193.22	0.78	0.61	0.003
F	99	98.98	0.02	0.00	0.00
E	102	102.80	-0.80	0.64	0.006

$$X^2=0.02$$

This indicate there is no significance difference between senior secondary school and Junior in terms of implementing the administrative finance and evaluation aspects of the blueprint on guidance and counselling. The computed value of 0.02 is less than the critical value of 5.59 at the level of significance of .05. Therefore one has to accept the Null hypothesis.

HYPOTHESIS IV: There is no significant difference between day and boarding secondary Schools of Nigeria in terms of the implementation of the administrative, Financing and evaluation aspects of the blueprint of guidance and counselling.

Table 3.7.4. Day and Boarding Secondary Schools

CATEGORIES	O	E	(O-E)	(O-E) ²	(O-E) ² /E
A	222	218.99	3.01	9.06	0.04
F	106	107.48	-1.48	2.19	0.02
E	97	98.52	-1.52	2.31	0.02
A	267	270.01	-3.01	9.06	0.03
F	134	132.52	1.48	2.19	0.02
E	123	121.48	1.52	2.31	0.02

$$X^2=0.15$$

This indicate there is no significance difference between day and boarding secondary schools in terms of implementing the administrative finance and evaluation aspects of the blueprint on guidance and counselling. The computed value of 0.15 is less than the critical value of 5.59 at the level of significance of .05. Therefore one has to accept the Null hypothesis.

HYPOTHESIS V: There is no significant difference between State of the Federation in terms of the implementation of the administrative, Financing and evaluation aspects of the blueprint of guidance and counselling.

Table 3.7.5. States of the Federation

CATEGORIES	O	E	(O-E)	(O-E) ²	(O-E) ² /E
A	526	530.40	-4.40	19.36	0.04
F	288	270.29	17.71	313.64	1.16
E	232	245.30	-13.30	176.89	0.72
A	620	615.59	4.41	19.45	0.03
F	296	313.71	-17.71	313.64	0.10
E	298	284.70	13.30	176.89	0.062

$$X^2=2.67$$

The above result indicates there is no significance difference between States of the federation in terms of implementing the administrative finance and evaluation aspects of the blueprint on guidance and counselling. The computed value of 2.67 is less than the critical value of 5.59 at the level of significance of .05. Therefore one has to accept the Null hypothesis.

APPENDIX III

QUESTIONNAIRE ON THE BLUEPRINT OF GUIDANCE AND COUNSELLING IN NIGERIAN SCHOOLS (QBGC)

INTRODUCTION

This instrument has been developed to find out the level of implementation, of the administrative, financing and evaluation aspects of the Blueprint on Guidance and Counselling in Nigerian secondary schools. It is divided into three major parts depending on the aspects.

The research is purposely undertaken to meet up with the pre-requisite for the award of PhD degree in Guidance and Counselling. All responses are to be kept confidential and only be used for research purpose.

INSTRUCTION

You are to make only one choice among the alternatives provided on any item of the questionnaire by ticking inside the box provided [✓] and where comment is needed you are at liberty to do so. Thanks, for the anticipated co-operation.

Note: SA = Strongly Agreed A = Agreed
U = Undecided D = Disagreed
SD = Strongly Disagreed

SECTION A

- A. STATE: ----- GEO-POLITICAL ZONE -----

- B. RANK:-----
i. PRINCIPAL -----
ii. SCHOOL COUNSELOR-----
iii. TEACHER-----
iv. STUDENT-----
- C. SCHOOL TYPE:
i. Single sex male (day)
ii. Single sex male (boarding)
iii. Single sex female (day)
iv. Single sex female (boarding)
v. Co-education (mixed) school
vi. Junior secondary school
vii senior secondary school

SECTION B

PART ONE Instrument on the administrative aspect of the Blueprint on Guidance and

Counselling (ABGC)

S/N	ITEMS	SA	A	U	D	SD
1.	The office of the school's counselor in your school is considered to be well located.					
2.	Guidance and counseling office in your school is conducive for counseling activities					
3.	Counselling room of your school is strictly allocated to the school's counselor. No any other staff sharing the room with him.					
4.	The guidance and counselling unit of your school is being considered in the budgetary allocation of funds.					
5.	Guidance and counseling masters and other supporting staff discharge their duties up to expectation.					
6.	Guidance and counselling materials needed for school guidance activities are found to be available in your school					
7.	Schools counsellor in your school is opportuned to participate in in-service training to develop his career.					
8.	School's Counselor in your school usually participates at National or International workshops, seminars or conferences.					
9.	Guidance and counselling activities are prominent in your school based programmes.					
10.	Seminars, Newsletters, Journals, Staff Meetings and Parent Teachers Association (P.T.A) are the main channels of communicating guidance activities to members of staff, parents and students.					
11.	Guidance and counselling committee of your school is mobilized to take part in any guidance related programme.					
12.	Guidance and counselling committee members and school's counselor usually work hand in hand.					
13.	The students/counselors ratio in your school if found to be adequate.					

PART TWO (FBGC)

Instrument on the implementation of the financial aspect of the Blueprint on Guidance and counselling in Nigerian Secondary Schools.

S/N	ITEMS	SA	A	U	D	SD
14.	Guidance and counselling unit of the school prepare budget before mounting any guidance programme.					
15.	The state government is sponsoring school Staff that is interested in studying guidance and counselling.					
16.	The school authority usually receives donations from charitable organizations and philanthropists for Guidance and Counselling activities					
17.	Guidance and Counselling committee organizes funds rising to promote Guidance activities in the school.					
18.	The school authority disburses funds for the sake of guidance and counselling programme.					
19.	The Custodians properly manage equipments procured for guidance and counselling activities.					
20.	Federal Government funds guidance and Counselling activities in your school.					
21.	State Government is the main source of funding Guidance and counselling activities of your school.					
22.	Local Government funds Guidance and Counselling activities of your school.					

PART THREE (EBGC)

To be completed by students

Implementation of the evaluative aspect of the Blueprint on Guidance and Counselling in Nigerian Secondary school

S/N	ITEMS	SA	A	U	D	SD
23.	Guidance and counselling activities are being mounted often than any programme in your school.					
24.	Do you consider guidance and counselling programme in your school meets its objectives?					
25.	Guidance and counselling activities of your school address those issues that have to do with student's developmental needs.					
26.	Guidance and counselling facilities of your school are found to be highly stimulating and interesting to students.					
27.	Facilities in the schools guidance center are adequately supplied.					
28.	Guidance activities of your school need to be improved.					

Appendix IV

Classification of the Population Units

S/N		MALE	FEMALE	TOTAL
1.	Schools			6,387
2.	Students	2,229,527	1,971,840	4,201,331
3.	Teachers	100,610	55,269	155,879
4.	Principals			6,387
5.	Counsellors			6,387

Source: Federal office of statistics, Abuja(2001)