Confusions and Dilemma Surrounding the Implementation of Guidance and Counselling Policies in Nigerian Secondary Schools

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Abstract

The study assesses the implementation of the Blueprint on guidance and counselling in Nigerian Secondary Schools in order to have an insight on what was formulated and what is actually being practiced in Nigerian Secondary Schools in relation to guidance and counselling activities. Six major hypotheses were formulated and tested. Chi square test was used in detecting the differences that exist in terms of the implementation level of the main variables. 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 commitment by the stakeholders in respect of administrative roles each has in guidance and counselling services in most of the schools under investigation (co-education, single sex male and female, day and boarding, junior and senior secondary schools, states and geo-political zones). With regards to financing guidance and counselling activities there was low level of commitment from the three tiers of government (federal, state and local government). Similar situation exists in respect of evaluating guidance and counselling activities in most of the schools. That is to say what was carefully formulated was not adequately implemented in most of the schools. It was 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 mobilised 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.

INTRODUCTION:
Guidance is said to be in existence since from the creation of the first person in the world. For time immemorial man seek for help and assistance due to certain incapacitations and other limitations that human beings are naturally endowed with. It is a common knowledge that human being is always being confronted with problems some of which he can resolve by himself while some he has to seek for an assistance from someone that might probably be knowledgeable about the concerns or has the capacity and willingness to assist.

Societies, families and civilizations have various means of assisting their younger ones to develop and cope up with various developmental issues. 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.

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 I declared 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 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))

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. He claims 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.

Fuhrman (1994) claims 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

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.

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).

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.

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.
Hypotheses

The researcher raised six major hypotheses guided the outcome of the research:

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 Blueprint 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.

METHOD

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).
**Sampling and Sampling Technique**

Fourty 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).

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.

**Data Collection Instrument:**

The researcher developed a twenty eight item questionnaire which 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].

**Data Analysis and Result:**

The data generated was analyzed using a chi square statistics to find out whether significant difference or not between the schools in terms of the implementation levels of the document.

**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>
<thead>
<tr>
<th>Variables</th>
<th>Co education</th>
<th>Single sex (Male)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>545(502.49)</td>
<td>557(599.51)</td>
<td>1102</td>
</tr>
<tr>
<td>F</td>
<td>169(229.81)</td>
<td>335(274.19)</td>
<td>504</td>
</tr>
<tr>
<td>E</td>
<td>213(194.70)</td>
<td>214(232.30)</td>
<td>427</td>
</tr>
<tr>
<td>TOTAL</td>
<td>927</td>
<td>1106</td>
<td>2033</td>
</tr>
</tbody>
</table>

Figures in brackets are the expected frequencies

\[X^2 = 39.35 \quad X^2 \text{ Critical } = 9.48\]

The table above shows 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 is (9.48)
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 2: Coeducation vs. Single sex female secondary schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co education</th>
<th>Single sex (female)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>545(502.49)</td>
<td>617(666.98)</td>
<td>1162</td>
</tr>
<tr>
<td>F</td>
<td>169(229.81)</td>
<td>364(305.94)</td>
<td>533</td>
</tr>
<tr>
<td>E</td>
<td>213(194.70)</td>
<td>268(276.09)</td>
<td>481</td>
</tr>
<tr>
<td>TOTAL</td>
<td>927</td>
<td>1249</td>
<td>2176</td>
</tr>
</tbody>
</table>

$X^2 = 35.23$ $X^2$ 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 3: Senior Secondary vs. Junior Secondary Schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Senior Schools</th>
<th>Secondary</th>
<th>Junior secondary Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>537(541.18)</td>
<td>479(474.82)</td>
<td></td>
<td>1016</td>
</tr>
<tr>
<td>F</td>
<td>242(230.11)</td>
<td>190(201.89)</td>
<td></td>
<td>432</td>
</tr>
<tr>
<td>E</td>
<td>224(231.71)</td>
<td>211(203.29)</td>
<td></td>
<td>435</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1003</td>
<td>880</td>
<td></td>
<td>1883</td>
</tr>
</tbody>
</table>

$X^2 = 1.93$ $X^2$ Critical 9.48

The table above shows the chi square value of 1.93 is lower than the critical value of 9.48 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 Blueprint 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: Day secondary schools vs. Boarding Secondary Schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Day Secondary Schools</th>
<th>Boarding secondary Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>533(530.78)</td>
<td>474(476.22)</td>
<td>1007</td>
</tr>
<tr>
<td>F</td>
<td>228(220.32)</td>
<td>190(197.68)</td>
<td>418</td>
</tr>
<tr>
<td>E</td>
<td>224(221.90)</td>
<td>209(199.10)</td>
<td>421</td>
</tr>
<tr>
<td>TOTAL</td>
<td>973</td>
<td>873</td>
<td>1846</td>
</tr>
</tbody>
</table>

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

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 that null hypothesis is to be accepted. 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 5: States of the Federation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Anambra</th>
<th>Bauchi</th>
<th>Kano</th>
<th>Kwara</th>
<th>Oyo</th>
<th>Rivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>783(847.03)</td>
<td>411(453.67)</td>
<td>526(558.28)</td>
<td>620(647.95)</td>
<td>749(739.22)</td>
<td>653(495.84)</td>
</tr>
<tr>
<td>F</td>
<td>436(388.88)</td>
<td>210(208.28)</td>
<td>288(256.32)</td>
<td>296(297.48)</td>
<td>349(339.39)</td>
<td>139(227.65)</td>
</tr>
<tr>
<td>E</td>
<td>368(351.08)</td>
<td>229(188.04)</td>
<td>232(231.40)</td>
<td>298(268.57)</td>
<td>287(306.39)</td>
<td>137(205.52)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1587</td>
<td>850</td>
<td>1046</td>
<td>1214</td>
<td>1385</td>
<td>929</td>
</tr>
</tbody>
</table>

$X^2=143.34 \quad X^2\text{ Critical} = 28.86$

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 sampled states of Nigeria in terms of the implementation of the administrative, financing and evaluative aspects of the Blueprint.
Table 6: Geo Political Zones

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

$X^2 = 143.34 \quad X^2_{\text{Critical}} = 28.86$

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 level of the Blueprint on Guidance and counselling.

**Discussions on findings:**

Going by the data at hand, one can point out that both schools counselors and students of Nigerian secondary schools are in a state of confusion and dilemma. 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 relaxed with the counseling office (Kolo, 1991). This tends to discourage clients to open up and explain comfortably what brought them to the counselor. In a situation where there are counseling offices such offices are not well located. 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, as office of that caliber need to be well electrified, furnished, tidied and well ventilated. Such situation will make him to recognize the efficacy of the counseling relationship. Instead of the claim made by those that cast doubt about 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 part of the country and lack of commitment by most of the leaders of various sectors of social and other services, or by non-challant 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 viewed counselors as people with hidden agenda. As such making them comfortably 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. Principals, vice principals, senior masters, health masters, games masters, housemasters, parents, students have vital role and functions do discharge in respect of guidance and counseling administration.

Many Para-guidance personnel 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). 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, and 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. 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.
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 needs 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. Impliedly, this indicated each counselor has to handle 607 students’ cases. This is far above the average ratio of 250:1 (Denga, 1983). This complicated counselors’ role of counseling as well as proper administration of guidance activities. The situation is almost common in most public secondary schools where Deng (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 aside 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 field 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 shows 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.

For guidance and counselling to be effective there must be a periodical evaluation of the programme, personnel and resources. 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))

**Conclusions and recommendations:**

1. The implementation level of the guidance and counselling policy is at low level.
2. There are issues that need to be clarified in order to bridge the gap between guidance practices and policy statements.
3. Guidance and Para guidance personnel in Nigerian schools most of them have lack of knowledge in terms of their roles and functions in guidance programme.
4. There is need to improve the funding of guidance and counselling activities in Nigerian secondary schools.

5. Government should unconditionally be responsible of training and providing counsellors to Nigerian schools.

6. There is need to mobilize community members and other stakeholders to have total commitment towards guidance and counselling.

7. Guidance and counselling services should not only be restricted to secondary school students but should be extended to other levels of education.
References


University.


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