

Teachers' Perceptions of Guidance and Counselling Services in Selected Secondary Schools in Port Harcourt Metropolis, Rivers State

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Abstract: *The purpose of this study was to investigate teachers' perception of guidance and counselling services in selected secondary schools in Port Harcourt Metropolis of Rivers State. The research design adopted in this study was a descriptive survey. The data used were obtained from both primary and secondary sources. Secondary sources used include journals, project materials, books, internet materials, etc. The population of the study comprised of 1432 teachers in public secondary schools at the junior and senior levels. The sample size was determined using the proportionate sampling technique where 30% of the population was used for the study. The sample size obtained was 430. A total of 430 copies of the questionnaire were administered to the respondents. The reliability of the instrument gave a correlation coefficient index of 0.80 which was considered very reliable using the Cronbach's alpha. Simple tables, means and grand means were used to analyse the research questions. Face and content validity of the instrument was also established by the research supervisor and three (3) experts in the field of guidance and counselling and measurement and evaluation from the Rivers state university and the University of Port Harcourt. The instrument for the data collection was a self-designed instrument titled: 'Teachers Perception of Guidance and Counselling' was returned and used for the study. The research questions were based on a five-point Likert scale. The hypotheses were tested at a significance level of 0.05 using the Z-test analytical tool. The findings of the study revealed that there is a high positive perception about orientation services, counselling services, information services and appraisal services among the teachers in the secondary schools. Based on the findings of the study, it was recommended that teachers should be given proper orientation on the importance of guidance and counselling in the lives of the students, while, the adoption of orientation services, counselling services, information services and appraisal services be encouraged in all the schools.*

Keywords: *Teachers' Perceptions, Guidance and Counselling, Secondary Schools, Port Harcourt Metropolis, Rivers State*

Introduction

Guidance and Counselling is a newcomer in the Nigerian educational system hence the counsellor and his services are strange to many but the teacher has been a major factor, a constant figure since the inception of western education and he perceives the counsellors and his services as a distraction to the smooth academic operation of students. The perception of teachers has a direct impact on the guidance and counselling services in our schools. Guidance and counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and

their world at large (Lunenburg, 2010). Ali (2011) sees guidance and counselling as “services available to each student to facilitate his academic success in school, to help him better understand his strengths and limitations, to identify his interests, to aid him in his planning for attaining realistic goals. Ali went further to say that it is a process of helping the individuals to be aware of their identity, perceive themselves concerning environmental and interpersonal relationships such as attitude. There are several services under the big umbrella of guidance and counselling which includes: counselling service, orientation service, information service and appraisal service. Counselling service is generally known as the heart of guidance services; it is the core guidance programme around which other services revolve. Through counselling, the client is assisted in learning to understand his/her problem relating it to the situation of the bigger community to find ways of solving it (Olusakin, 2011). Counselling helps clients to understand and clarify their views and learn to reach their self-determined goals through meaningful, well-informed choices and the resolution of problems of an emotional or interpersonal nature. Another important aspect of guidance and counselling is orientation service which aims at integrating students into their new environment while easing the stress associated with the transitions. Information service which is also an important aspect of guidance and counselling is concerned with the disseminating of information about various academic activities, available services, possible career options, job opportunities for specific courses, work-study options, work values and dignity of labour.

Planning service requires a process of thinking about the activities required to create the desired goal of the guidance programme. It involves calling meetings of the stakeholders to discuss the important issues to be addressed, the objectives to be met and the strategy to be followed. Referral services involve collaboration with other agencies. Here, it is believed that the counsellor is not all-knowing but works in collaboration with other experts. This service aims at facilitating the process of referring clients to other relevant personal/office who can further assist them with their concerns. Guidance and counselling also involve the use of appraisal service. Appraisal service involves the use of test and non-test instruments in helping the client to understand his or her potentials. The clients’ potentials and limitations are X-rayed. In appraisal services, test instruments such as intelligence test, aptitude test etc and non-test instruments like observation, case studies etc were used. Placement service is also another very useful aspect of guidance and counselling. Here, the counsellor helps the client to be allocated to the appropriate group to achieve their educational, vocational and personal goals. Finally, is Evaluation service is usually the final aspect to consider, aims at finding the extent to which the objectives of the guidance programmes are being attained.

Other services include; follow up service, Research service, testing service etc (Uzoeshi, 2013). Effective guidance and counselling services in schools cultivate in the students' good attitude and behaviour leading to a fruitful life. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration etc can lead to continuous academic failure (Rutondoki, 2000). The provision of guidance and counselling services in schools may help curb these problems. UNESCO (2002) states that “where there is no guidance and counselling, schools lose those children who are not able to cope with specific academic standards. Guidance and counselling services enhance students’ performance, improve students’ attitudinal determinants, reduce student dropout rates and prepare students for the world of work and life (Chireshe, 2006). In agreement with this view Border and Drury in Tambawal (2012) states that students who receive guidance and counselling services have shown a significant increase in academic performance and achievement, school attendance, classroom behaviour,

better self-concepts and improved attitudes towards schoolwork and peers. Analysing the above one can say that, guidance and counselling services affects the formation of attitudes of students. Some of the theories used in executing these guidance and counselling services will be discussed under the theoretical framework.

As laudable as the guidance and counselling services are in the school system several school personnel like teachers misconstrue the good intentions of the guidance and counselling services. In consonance with this assertion Myrick (2003) says some teachers hold a misconception about the role and function of counsellors concerning service they render, counsellors are sometimes viewed as administrative assistance that has little time to counsel students fuelling the misconception is the fact that some teachers distrust counsellors, due to their apparent alignment with the administration. These teachers are wary of counsellors observing students in their classrooms. They worry that their teaching methods are being evaluated as if counsellors work as the eyes and ears of the administration. Teachers who misconstrue the counsellor exhibit uncooperative and unsupportive attitude by criticizing the guidance services. These teachers believe that counsellors have little or no impact on students' behaviours or performance. They hate seeing their students working with counsellors. They find it difficult to refer students with learning difficulties to the counsellor. The refusal stems from the belief that counsellors do not help students, and sending students to the guidance and counselling office during classes is a waste of time. Myrick (2003) suggests that another misconception exists, for instance, some teachers believe that counsellors always align themselves with the students at the expense of the teacher. They claim that students go to the counsellor to complain about unfair treatment. Some teachers feel that counsellors only hear half of the story, and it causes counsellors to sit in judgement of them. Myrick (2003) quoting a recent survey of over one hundred elementary school teachers conducted by Muro and Kottman revealed that few teachers understand the nature of guidance and counselling services. Some of the more established teachers in the study had a better grasp of the goals of guidance and counselling services, yet others felt that the first objective of the counsellors was to provide specialised help that focused on children who were considered to have classroom behaviour problems.

It is very unfortunate and surprising that teachers are not more aware of the true objectives of guidance and counselling services in the school system. Despite these negative perceptions of teachers towards guidance and counselling services Oramah (2014) says that guidance and counselling services remain a growing and a special area that focuses on the developmental and educational needs of the students and school personnel in some cases. School counselling requires a professional relationship that defines the interaction between the school counsellor and the client (Remley & Herlihy, 2005). It is a general assumption that the introduction of guidance and counselling in secondary schools would enable everybody to appreciate the significance of guidance and counselling. This assumption has remained a far cry as many keep asking the relevance of the guidance counsellor. In some quarter they ask if the counsellor is a teacher, an administrator or a principal. Some see the counsellor as an intruder in the school system. The counsellor is a very different person to place within the professional hierarchy of the school personnel so his services are seen as a disruption of the normal school programme. The services rendered by the school counsellor facilitates the decision-making process of both students and parents easy. The guidance and counselling services rendered by the counsellor facilitate growth, change and personal expansion in a world that does not always make sense. Denga in Uzoeshi (2013) posit that the school administrators including teachers are sometimes ignorant of the need for guidance services in their school because they sometimes see

the school counsellor as a threat to their status as the head of the school. The school guidance counsellor in the discharge of his guidance and counselling programme and services works in harmony with other personnel of the school for the betterment of the students they are meant to serve. Denga in Uzoeshi (2013) says that indeed, guidance and counselling services would help teachers and pupils towards making good use of their potentials or resources for the short and long term benefits of their immediate environment. Of course, it could also help them towards realisation and understanding of potent influences outside the school that affect skills, attitudes and overall achievement and development of the individual. It would also help to provide an appropriate basis for studying students to discover directions, trends, rates and changes in the educational progress of students. Confidentiality is an important component of counselling ethics which enables the students to communicate openly and honestly in the process of understanding themselves. Interpersonal relationship in such atmosphere enables the students to identify their biases and free themselves from blocking or distorting communication to and from the counsellors.

The importance of guidance and counselling services in our school system was further emphasised by the national policy on education (2013) which recognised guidance and counselling as an educational support service. In section 8 number 127 (vi). Educational support services facilitate the implementation of educational policy, the attainment of policy goals and promotion of effectiveness of the educational system. This implies that despite the attitude of any school personnel towards guidance and counselling services, it has been given the appendage it deserves by the government. The teacher is an important factor in the guidance programmes and services despite his feelings about the programme because he occupies an important position in the life of the student and gives impetus to academic work. Apart from that, he is a motivator, consultant inspirer, energiser, organiser, creator, initiator, executor, and producer of all learning strategies in such a way as to enhance attention, concentration and effective study habit (Anagbogu, 2002). It has been obvious and has been since the beginning of schooling that the teacher is the key and most important professional in the school setting, his support and participation to the guidance and counselling services are therefore very crucial to any programme that involves students. Thus Oladele (2002) identified the role of the teacher in the guidance and counselling programme and services as follows;

- a) To identify students with counselling need and refer them to the counsellor for counselling.
- b) To orientate and encourage the students to seek counsellor's assistance as the need may arise.
- c) To receive the counselled students back into the classroom environment, support and reinforce the counselling outcomes.
- d) To discover the human potentials which are significant in fulfilling not only a mission of the school guidance programme but also in meeting the educational responsibility of the individual in the society?
- e) To incorporate and integrate career education into subject matter teaching.
- f) To develop positive attitudes and respect for all honest work done in class.
- g) To promote the development of positive student attitude towards education and its relationship to career preparation and decision making.
- h) To provide the favourable or conducive environment to learning as well as encouraging and supporting the creation of a motivating environment

- i) To plan and direct group interactions that promote positive human relations experienced for each individual.

The role of the teacher in the implementation of guidance and counselling services is enormous his perception towards guidance and counselling services notwithstanding. There is a need for a collaborative relationship between the counsellor and the teacher. One cannot say ordinarily if such relationship exists between counsellors and teachers for the effective implementation of guidance and counselling services in secondary schools in Port Harcourt Metropolis, Rivers State. It becomes necessary to carry out an empirical study to verify the perception of teachers towards guidance and counselling services in Port Harcourt Metropolis, Rivers state. It is against this background that this study is conceived.

Statement of the Problem

The federal government policy of making guidance and counselling services available in all secondary schools is far from being accomplished in most of our secondary schools. The entrance of the counsellor into the school system makes him look like an intruder and his services are not well appreciated by most school personnel. In most cases where guidance and counselling programmes and services are available, they are either at the pioneering stage or the malfunctioning state or haphazardly done by Para-counsellors, the question is, are school administrators ignorant of governments' directive to establish counselling units in her schools? This might be the reason why teachers and other school personnel perceive the guidance counsellor as a stranger in the school system. They perceive the counsellor as an idle staff who sits in the office to distract students from paying attention to their studies. One may be tempted to ask are they ignorant of the roles of the counsellor in the teaching and learning process? The school authority and all her personnel are expected to know the importance of the guidance and counselling services not only to advance the reputation of the school but to improve the total wellbeing of the students and ensure a smooth teaching and learning process. Rather they perceive the counsellor in a negative light, for most teachers, there is nothing special the counsellor is doing that they cannot do, what is so special about the counsellor and the services he renders that he/she will be given a special office to occupy while they (teachers) are crowded in an office? Teachers jealous the counsellor and perceive him as a rival refusing to give their cooperation by playing their roles in the guidance programme. One may be tempted to say that teachers in most cases are ignorant of the need for guidance services in their schools hence the lack of cooperation and negative perception. For many, the counsellors should be assigned a teaching subject to teach a regular subject or assigned an administrative role. One cannot tell ordinarily the actual perception of teachers in Port Harcourt Metropolis towards guidance and counselling services. The researcher, therefore, became interested to empirically investigate the actual perception of teachers towards guidance and counselling services in Port Harcourt Metropolis (comprising of Port Harcourt Local Government Area (PHALGA) and Obio/Apkor Local Government Area). This is therefore what constitutes the major problem of this study.

The Concept of Perception

Perception, in general, is a cognitive process linked with social interaction and communication. The concept primarily explains how an individual sees his world and his environment (physical and social). That is to say, his perception (perceptual field) is derived from a person's experiences, knowledge, feelings, moods, needs and judgement about events and situations around him, all of which are created and influenced by his social interaction (Nwachukwu,

2007). In this vein, teachers imaging of guidance and counselling services. In the understanding of a therapist, the key question often asked is what is the perceptual field of this person? Are there some connections and disconnections from reality affecting the manifested behaviour? What adjustment needs to be done by way of intervention?

Oyedeji in Nwachukwu (2007) defines perception as the process of identifying, discriminating, recognising and judging objects, qualities or relations in our environment through sensory information (sense organs). In other words, an individual understands his physical and social world through his sense organs but what he perceives also depends on the experience he brings in from the past, his present needs and wishes which he must fulfil as he faces his present world. These experiences inform the brain of the meanings and concepts which then proceed to produce behaviour in the present context to reflect the motives, needs, goals and expectations of the perceiver. What an individual perceives in his world is known as a percept. Thus a person's percept is the meaning he or she imposes upon contexts and issues according to his or her perceptual field (world viewpoint). In summary, in order to perceive, a person must experience something, see, analyse, synthesise and integrate a sense of information in the brain to ignite behaviour. In this context how a teacher perceives guidance and counselling determines how he/she values it or the level of cooperation given to it for maximum benefits of the guidance and counselling services.

The Concept of the Teacher

The teacher is the primary actor in a school. The teacher has been a key player since the inception of Western education. A school exist because there are teachers. A teacher is a facilitator, an instructor, resource person, learning enabler, initiator or whatever contemporary nomenclature one chooses to go by to teach the learner irrespective of the type of school, type of learner and type of learning (Nwachukwu, 2007).

The teacher's role is no more than that of mere subject specialisation for teaching. His expanded role now includes that of holistic human development and management are popularly known as human engineering. A teacher is a person who helps others to acquire knowledge, competences or values (Wikipedia). A good teacher affects eternity, he can never tell where his influence stops. Every teacher inspires to be a good teacher but what is the myth about being a good teacher? Teaching jobs are often lucrative and satisfying for people who love to teach. With the following characteristics identified by Meer (2018), a teacher can become a good teacher:

6. Friendliness and congeniality – This is a very important quality a good teacher should possess. It is a plus if his/her students can confide in him without being hesitant. If your students count you as an enemy then they can never come close to you.
7. A good personality – Students are always attracted to teachers with good personality which leads to better communication, understanding and ultimately good results. A teacher should endeavour to have a good, decent, likeable and presentable personality. Dress sensibly well, smell good and be a little gentle and kind that's all.
8. Deep knowledge and a great education – A teacher should not lack knowledge of what he/she is teaching. A teacher can never make a name for himself if he lacks knowledge of subjects he teaches. No education system can rise above its teachers. So only teach the subject you can have good knowledge of.
9. A good communicator - Without good communication skills, a teacher can not convey his lectures with better skills and results.

10. A good listener – A good teacher must have a listening ear, he must be a good listener because a good teacher will always have many friends and fans listening is a patient quality when you develop it, you become a great teacher.
11. A good sense of humour – Learners most often love fun in class. A good teacher must have a good sense of humour to ease of stress and tension in the class but with his good communication skills, personality and sense of humour he still maintains the discipline in the class.
12. Kindness – A teacher be should gentle and kind and benevolent. When a teacher is kindheartedly he earns his students respect, which will prompt them to do their homework and this will eventually bring greater outputs and results.

The teacher as a key player in the school system should have the qualities spelt above to become a good teacher. When good teachers are found in the school system the counsellor will be more empowered to discharge his guidance and counselling services and programmes through the cooperation of good teachers(Rosales, 2012).

Concept of Guidance and Counselling Services in the School

The major aim of Guidance Counseling Services is to encourage students' academic, social, emotional and personal development (Bilkert Laboratory & International School, 2018). This refers to aid or help offered to individuals or groups. Guidance service may be perceived as a professional help given to students/clients which may either occur to one individual or groups of people. Usually, counsellors try their best to resolve conflicts arising from personal, educational, and vocational problems. Thus, the aids/help given is usually classified based on the particular problem. Guidance services are greatly concerned with helping the individual gain insight and understanding of himself concerning present and future environment such that decisions, choices made would lead to more satisfying rewarding experiences (Bilkert Laboratory & International School, 2018).

The Need for Guidance Services

Unfortunately, extreme modernisation resulted in conflict between the traditional attitude and western culture thus making the young ones to be confused about the best ideal to follow. Consequently, the young ones are no longer interested in order and organisation. The rate of changes within our environment is so fast that the young ones are confused as to what to do. This is so when it is realised that the changes bring a lot of obstacles to their academic, social, vocational and educational adjustment. As a result, the need for guidance and counselling services becomes crucial in our educational system (Woods, 2016).

Types of Guidance Services

Different services are offered and these are many and varied.

Appraisal Services: Appraisal service is referred to as a process of collecting, gathering, organising, analysing, evaluating and interpreting information or data about the characteristics of an individual, appraisal presents a general picture of the individual in a more clinical approach and thus aims at helping the individual to have a clearer view about his strengths and weaknesses in a way that realistic choices and decisions could be made especially when presented with different alternatives (Sdacatugas, 2015). Thus, information about the pupil is usually collected through interviews, written reports by parents, teachers, and also psychological tests. In schools, the necessary information needed for the appraisal of pupils is usually kept or obtained in the pupils 'Cumulative Record Folder card or pupils' Cumulative Record Folder card or pupils' file. The dossier put into the students' files gives the background information on students especially

when the need for counselling arises. The information when properly stored can easily give the counsellor the appropriate background to the clients' problems (Sdacadugas, 2015).

Information Service

This is usually designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that they may make better informed and realistic choices and decisions about educational and vocational plans (The Organization for Economic Cooperation and Development, 2001). A good information service helps young people to meet the challenges of today and tomorrow. Growing up in a complex and competitive world, technological advancement imposes great demands upon youths. Information service helps to stimulate the student/client to appraise ideas critically to be able to derive personal meanings and implications for the present and future activities (Australian Library and Information Association, 2013). For effective survival in Nigeria, the youths require adequate information that would help them to recognise and utilise necessary information for their personal growth. It is not surprising that people make decisions and make wrong choices just because of lack of access to appropriate information (Anasi, 2010).

Planning, Placement and Follow up Services

Planning

This refers to structuring, patterning and organisation of things ideas for effective take-off. These are designed in such a way as to facilitate development and growth of students by helping them to make a useful selection and at the same time utilising opportunities within the school and in the labour market (Bohm, 2017).

Placement Service

Placement refers to putting people into various jobs. Placement service aids the student to be admitted into a school or subject stream of his choice, taking into consideration his ability, aptitude and interest, or to get into a job where he is most suitable (Walsh & Byrne, 2015).

Placement service is most effective where it is possible to assist youths who are entering the labour market. Today vocational placement is almost impossible in our cultural setting since we have more job seekers than available jobs (Fosnosh, Arany & Lee, 1982). However, placement of students could be achieved in relation to providing information about the available jobs within the localities and society. Apart from vocational/career placement, placement service can aid the student to be admitted into a school or subject stream of his choice, with the 6-3-3-4 educational system, placement is essential in our school system today; students can easily be placed in the subjects where they are capable such that choice of subjects would match the abilities and capabilities of the students who are already going through 6-3-3-4 system.

Follow-up

'Follow-up' here means monitoring of individuals to obtain regular progress reports on their performances and how satisfied they are with either their jobs or academic performance. Based on feedback obtained by the counsellor or the teacher from those he is advising, the school programmes may be re-assessed. This, therefore, may lead to adopting new approaches in teaching and counselling using different techniques and tools to improve upon the deficiencies found or observed (KIndornay & Twigg, 2015).

The importance of Follow-Up in Guidance and Counselling

Since follow-up is a process of monitoring the activities of a client after counselling has taken place, it, therefore, assures continuity, consistency of helping and assisting clients for their future development and improvement (Kindornay & Twigg, 2015). Besides, it provides skills necessary for the client to adapt effectively to conditions that were not favourable before counselling. Most

often counsellors would wish to monitor the activities of a counsellee to see whether he has adapted to a more favourable and desirable behaviour. In such a situation it enables the counsellor to discover the client's deficiencies and so enhances and facilitates adequate arrangement for more appropriate and competent ways of dealing with problems. Also, follow-up determines the type of approach which the counsellor may like to utilise to eliminate some undesirable behaviour in a client. As a process of checking how far or the extent of counselling effectiveness of a client, it helps the counsellor to assess the progress of such a client and in the process make an appropriate modification for effective adjustment of an individual (Kindornay & Twigg, 2015). Moreover, it makes it possible for the counsellor to see through the progress or performance of a client on a continuous base based on the amount of counselling fostered. It is usually believed that clients who have attained their counselling objectives will maintain consistent performance after the termination of counselling. However, it has been observed that in most cases clients who have received counselling do not maintain their improved performance and competence and so may likely revert to their mal-adjusted or inappropriate behaviour or poor performance. This condition occurs most especially when the client is not able to sustain the high motivation provided during counselling.

Advantages of Follow-Up

Facilitative Value

Follow-up is a means of communication of the client and the counsellor. In most cases, after the termination of the counselling, there is no other way the counsellor would communicate with the client, the counsellor would like to ensure that his client improves in his performance especially when counselling has to be provided for more effective performance and effectiveness. Follow-up, therefore, facilitates the efforts which the counsellor makes in providing an immediate programme for improvement. Such a programme would help to support and encourage the client to understanding his potentialities (Farwest Capital, 2014). Besides, follow-up makes it possible for the counsellor to discover immediately areas of deficiencies on the part of the client and so places the counsellor in a better position to provide the adequate and appropriate solution to such a problem without delays. It helps the counsellor to provide the needs, interests and the motivation needed by the client, especially where guidance and counselling would be required. It is known that after counselling, the counsellor is no longer available for clarification of ideas on the part of the client. Follow-up, therefore, facilitates whatever information or assistance which a counsellor might provide especially when it concerns admission into higher institutions (Khera, 2016). It has been observed that most students who graduate from colleges of Education, colleges of technology, Polytechnics, and Trade schools, still find it very difficult to make their minds on the type of subject to choose for University after counselling with counsellors. Consequent upon this, such clients take certain decisions that might jeopardise their chances of gaining admission into the University (Khera, 2016). Since counselling is a learning process, the counsellor hopes that the problem-solving skill acquired would help him in taking decisions. Follow-up enables the counsellor to call the attention of the client into taking an appropriate decision which would help him gain admission easily. Follow-up would facilitate the continued exploration of the client's problems that would embarrass, challenge or threaten him. The counsellor, therefore, works hard to eliminate such conditions where they are identified (Strategize Your Success, 2018).

Directional Value

Follow-up directs the counsellor on the appropriate programme to be designed for a client. Most often it is discovered that clients refuse to come out of counselling condition. Therefore, for the

counselling to be effective there is the need to provide the same condition outside the counselling so that the client would be able to develop self-confidence and have the motivation and the interest to continue with life activities. Therefore, follow-up directs the counsellor on the programme to be provided so that a similar picture of counselling condition would be made available to the client (Strategize Your Success, 2018). For example, prisoners are kept in the prison yard for a specific period. The reason for this is to ensure that they change from undesirable behaviour to more desirable behaviour (3Contact Services, 2017). Thus, while in the prison yard, the prisoners are exposed to various activities like vocational training where they would be provided with the opportunities to learn sewing, shoe-making, block moulding, etc. these prisoners who must have learnt a skill in the prison would be happy to continue with the same vocation when they are out of the prison especially where they had no vocation before going to prison. But if after the training, the individual goes home without any material or equipment for continuity, obviously such a client would go back to participate in such activities that are unacceptable in the society (3Contact Services, 2017; Ford, 2008). Also, criminal behaviour would likely re-occur if the changed behaviour is not maintained. The satisfying behaviour which is vocational orientation would reduce the frequency of undesirable behaviour. However, a change of behaviour is dependent on the programme provided for the client. Therefore follow-up helps the counsellor to be abreast of his client and so help him to provide an adequate programme that would direct the client and so channel his activities into more acceptable behaviour, thereby preventing the individual from further maladjustment. Directional role of follow-up helps the counsellor prevent immediate disaster for the client (Ford, 2008).

Informative Value

Follow-up is also informative. Information is the only link between the client and the counsellor immediately after the break-in counselling; there is no other way the counsellor would know what is happening to his client. Information about his client might be obtained from parents, friends, relatives, organisation, etc. Such information is highly valuable because when clients are no longer with their counsellors, they are more likely going to be themselves in a different environment (Betensky, 2015). Behaviours exhibited in a natural environment would be utilised effectively for effective guidance. Follow-up would provide adequate information that would help the client make an effective adjustment to a job, work condition, school and eventually prepare him for growth, development as well as advancement.

Problems of Follow-Up

Assessment of Problem: Follow-up may be seen as a process of obtaining continuous information on a client's progress. It is often very difficult to measure improvement. There are several degrees of improvement. What may be an improvement for a counsellor may not be an improvement for an observer, this is so when it is realised that changes in behaviour are not always noticeable except in extreme cases. Follow-up starts immediately after counselling has been terminated. However, it is difficult to measure a change of behaviour although assessment of behaviour acts as a feedback. Feedback is one of the techniques used in counselling to modify the behaviour of a client (Betensky, 2015). Apart from that, it is a process of giving information to a counsellor. The observation made by the counsellor can be utilised in providing an adequate programme for the client's improvement in his social, academic or vocational development. The only problem which feedback has is that it is dependent on interpretations. When different interpretations are given to a particular fact, it usually loses its value. Apart from that, the assessment uses various modes and approaches in collecting data or information about an individual. Such approaches could be an interview, observation, questionnaire, reports from

parents, teachers and students, self-report. These various modes of assessment give different information about the individual and so do not give a consistent picture of the individual's behaviour especially when non-professional psychologists are involved (Betensky, 2015).

Financial problem

It has always been a problem in any type of organisation for the counsellor to purchase materials for practice, for travelling, collecting data, documentation, recording and other day-to-day counselling expenses. It is obvious that with the economic difficulties in Nigeria today, it would be difficult for any organisation to embark on follow-up, which is expensive (Periera & Rekha, 2017).

Time Problem

Follow-up is time-consuming. For a counsellor to obtain any useful information, it requires the allocation of time. Most counsellors are so busy with other activities that it is impossible to allot time to any type of follow-up. Furthermore, the congested programme makes it impossible for the individual to have any time at all for follow-up (Blackburn, 1990).

Referral Service

Referral means transferring to another, personal one is not able to cope or deal with. Most often, teacher-counsellors, when they come across certain problems where the specialist skills are lacking, they usually send them to other personnel who can offer invaluable service to them (Kamau, Osuga & Njuguna, 2017; Vineela, 2016). Good examples may be sending students to the medical doctors, dentists, opticians, psychologists, physiotherapists and therapists. In the school setting, teachers can easily send the stubborn children to the principal for remedial assistance especially where the problem is emotional. Referral in this sense strives to help the child to make better adjustment through the efforts of specialist intervention. Also in industrial organisation referral services could be provided through Industrial Training. When organisations discover that their staff have skill deficiency, workers could be sponsored for training in a more elaborate organisation with equipment and specialists. The specialists stand in a better position to foster skills (Kamau, Osuga & Njuguna, 2017; Vineela, 2016).

Orientation Service

Orientation service is a type of guidance and counselling approach through which students, teachers, youth-corpers, new employees are assisted in making plans and adjustments to any new particular environment in which the individual finds himself (Luxembourg, National Report, 2002; Oluremi, Esere, Omotosho & Eweniyi, 2010). Apart from that, orientation service assists individuals to get used to their new social surrounding. It also helps both the new and old students to have a better understanding of their roles in the school setting. Orientation programme provides effective skills for adaptation and accommodation of the school rules and regulations guiding people at schools, organisations, industries and various institutions. In any type of orientation, the dos' and don'ts are usually provided to the new people as a way of familiarising them with that particular environment, their norms, values and climate (Luxembourg, National Report, 2002). Besides, it helps the students to feel emotionally secure and better adjusted in a new environment especially during the transition periods from one class to another or one school to another. In any type of orientation, the dos' and don'ts are usually spelt out to the new students as a way of getting them familiar with the environmental conditions. This is because a student who enters the school is bound to have problems of adjustment. It has been observed that most young children may fail their examinations within the schools, not as a result of incompetence on their part but due to maladjustment to the

environment. Students, therefore, require accurate information that will assist them in their adjustment (Oluremi, Esere, Omotosho & Eweniyi, 2010).

Appraisal Services

This involves the use of tests and non-test instrument to collect, analyze and interpret data for students to understand themselves better. It also affords counsellors and significant others the opportunity of having insight into the strength and weakness of students, (Okeke, 2003). Information from appraisal services can be used for different educational purposes. To counsel, the counsellor needs information on students to understand the student. She/he can get knowledge about the students through appraisal services.

Research Questions: The following research questions were formulated to guide the study;

1. What is the extent of perception of male and female teachers towards orientation service in secondary schools in Port Harcourt Metropolis?
2. What is the extent to which male and female teachers perceive counselling service in secondary schools in Port Harcourt Metropolis?
3. What is the extent of perception of male and female teachers towards information service in secondary schools in Port Harcourt Metropolis?
4. What is the extent of perception of male and female teachers towards appraisal service in Port Harcourt Metropolis?

Hypotheses

The following research hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

- HO₁: There is no significant difference between male and female teachers perception of orientation service in secondary schools in Port Harcourt Metropolis.
- HO₂: There is no significant difference between male and female teachers perception of counselling service in secondary schools in Port Harcourt Metropolis.
- HO₃: There is no significant difference between male and female teachers perception of information service in secondary schools in Port Harcourt Metropolis.
- HO₄: There is no significant difference between male and female teachers perception of appraisal service in secondary schools in Port Harcourt Metropolis

Methodology

This study adopted a descriptive survey research design. The population of the study is 1432 which consist of all the teachers in public secondary schools at the junior and senior levels in Port Harcourt Metropolis (Source: Rivers State Universal Board of Education, 2018). The proportionate sampling technique was adopted for this study where a sample size of 430 respondents which constitutes 30% of the overall population was used for the study. A structured questionnaire titled ‘Teachers Perception of Guidance and Counselling Services Inventory’ (TPGCSI)’ was used for the study with a four-point rating scale was designed. Face and content validity of the instrument was established by the research supervisor and three (3) experts in the field of guidance and counselling and measurement and evaluation from Rivers State University and the University of Port Harcourt, while a reliability coefficient index of 0.68 was obtained using the Cronbach Alpha statistics. Mean and Standard Deviation was used to answer the stated

research questions, while Z-test analysis was used in testing the formulated hypotheses at 0.05 significance level.

Results

Research Question 1: What is the perception of male and female teachers towards orientation service in secondary schools in Port Harcourt Metropolis?

Orientation Mean Responses of Perception of Male and Female Teachers Towards Service. (Male Teachers, N₁= 235; Female Teachers, N₂= 185).

S/N	Items	Participants					
		Male			Female		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1	The orientation of students makes students adjust fast to the school	4.15	0.06	High extent	3.68	0.00	High extent
2	The orientation of students is a profitable use of resourceful hours	3.92	0.01	High extent	4.00	0.04	High extent
3	Orientation makes teachers plan well for their teaching periods	4.11	0.07	High extent	3.98	0.02	High extent
4	Orientation services help to give students proper direction in their academics	4.05	0.07	High extent	4.11	0.03	High extent
5	Orientation services provide students with effective skills for adaptation and accommodation	4.09	0.03	High extent	4.16	0.06	High extent
6	Orientation helps students feel emotionally secured	4.06	0.06	High extent	4.15	0.13	High extent
7	Orientation helps students feel emotionally secured	3.90	0.13	High extent	4.11	0.09	High extent
	Grand Mean/Std dev.	4.03	0.17		4.04	0.03	

From the result on table 4.1 above, in response to research question 1 in items 1,2,3,4, and 5, the majority of the respondents generally agreed to a high extent that: Orientation of students makes students adjust fast to the school environment; Orientation of students is a profitable use of resourceful hours; Orientation makes teachers plan well for their teaching periods; Orientation services helps to give students proper direction in their academics; Orientation services provides students with effective skills for adaptation and accommodation; Orientation helps students feel emotionally secured; Orientation helps students adjust properly in their academic pursuits. Thus, it is logical to conclude that male and female teachers have a positive perception of orientation service in secondary schools in Port Harcourt Metropolis.

Research Question 2: To what extent do male and female teachers perceive counselling service in secondary schools in Port Harcourt Metropolis.?

Mean responses of male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis. (Male Teachers, N₁= 235; Female Teachers, N₂= 185)

S/N	Items	Participants					
		Male			Female		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark

8	Counselling services help to give direction to students in their career pursuits	4.11	0.02	High extent	3.78	0.07	High extent
9	Counselling services helps to give students emotional balance while facing their studies.	3.89	0.04	High extent	4.05	0.00	High extent
10	Counselling services help students adjust properly with minimal behavioural problems	3.81	0.06	High extent	3.97	0.02	High extent
11	Counselling helps students improve in their academic studies.	4.23	0.05	High extent	4.19	0.04	High extent
12	Counselling helps students adjust themselves socially and acceptably.	4.16	0.03	High extent	3.97	0.02	High extent
13	Counselling helps teachers deal appropriately with the problems of their students	4.06	0.01	High extent	4.16	0.03	High extent
14	Counselling helps students comports themselves appropriately in the face of challenges and adverse conditions.	4.17	0.03	High extent	4.02	0.01	High extent
Grand Mean/Std dev.		4.06	0.34		4.04	0.27	

From the result on table 4.2 above, in response to a research question, 2 in items 1,2,3,4, 5,6and 7, the majority of the respondents generally agreed to a high extent that: Counselling services helps to give direction to students in their career pursuits; Counselling services helps to give students emotional balance while facing their studies; Counselling services help students adjust properly with minimal behavioural problems; Counselling helps students improve in their academic studies; Counselling helps students adjust themselves socially and acceptably; Counselling helps teachers deal appropriately with the problems of their students; Counselling helps students compose themselves appropriate in the face of challenges and adverse conditions. Thus, it is logical to conclude that male and female teachers have a positive perception of counselling service in secondary schools in Port Harcourt Metropolis.

Research Question 3: What is the perception of male and female teachers towards information service in secondary schools in Port Harcourt Metropolis.?

Mean responses of male and female teachers' perception towards information service in secondary schools in Port Harcourt Metropolis. (Male Teachers, N₁= 235; Female Teachers, N₂= 185)

S/N	Items	Participants					
		Male			Female		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
15	Helps to create good personal-social opportunities for students.	3.94	0.02	High extent	4.05	0.01	High extent
16	Helps students cope with the challenges of today and tomorrow.	3.79	0.05	High extent	4.06	0.02	High extent
17	Helps students through their	3.85	0.04	High	3.24	0.20	High

18	psychosocial development Helps students through their vocational plans in life	4.23	0.06	High extent	4.14	0.04	High extent
19	Helps students adjust properly to changing situations in life	4.24	0.06	High extent	4.01	0.00	High extent
20	Helps students appraise ideas critically.	4.12	0.03	High extent	4.07	0.02	High extent
21	Helps students make realistic choices and decisions about their educational plans	4.16	0.04	High extent	4.11	0.03	High extent
Grand Mean/Std dev.		4.05	0.04		4.04	0.05	

From the result on table 4.3 above, in response to research question 3 in items 1,2,3,4, 5,6 and 7, the majority of the respondents generally agreed to a high extent that information services: Helps to create good personal-social opportunities for students; Helps students cope with the challenges of today and tomorrow; Helps students through their psychosocial development; Helps students through their vocational plans in life; Helps students through their vocational plans in life; Helps students appraise ideas critically; Helps students make realistic choices and decisions about their educational plans. Thus, it is logical to conclude that male and female teachers have a positive perception of information service in secondary schools in Port Harcourt Metropolis.

Research Question 4: What is the perception of male and female teachers towards appraisal service in secondary schools in Port Harcourt Metropolis.?

Table 4.4: Mean responses of male and female teachers' perception towards appraisal service in secondary schools in Port Harcourt Metropolis. (Male Teachers, $N_1 = 235$; Female Teachers, $N_2 = 185$).

S/N	Items	Participants			Participants		
		Male			Female		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
22	Helps teachers to understand the weaknesses of their students	4.12	0.02	High extent	3.84	0.01	High extent
23	Helps teachers to understand the strengths of their students.	3.73	0.05	High extent	3.96	0.02	High extent
24	Helps teachers assist their students effectively in their studies	4.00	0.04	High extent	3.94	0.20	High extent
25	Helps students realize areas where they need improvement	3.71	0.06	High extent	4.29	0.04	High extent
26	Helps students appreciate the efforts of their teachers	4.26	0.06	High extent	4.34	0.00	High extent
27	Helps to build a better teacher-student relationship	4.05	0.03	High extent	4.25	0.02	High extent
28	Helps teachers adopt better teaching techniques	4.22	0.04	High extent	3.99	0.03	High extent
Grand Mean/Std dev.		4.01	0.03		4.09	0.46	

From the result on table 4.4 above, in response to research question 1 in items 1,2,3,4, 5,6and 7, the majority of the respondents generally agreed to a high extent that appraisal services: Helps teachers to understand the weaknesses of their students; Helps teachers to understand the strengths of their students; Helps teachers assist their students effectively in their studies; Helps students realize areas where they need improvement; Helps students appreciate the efforts of their teachers; Helps to build a better teacher-student relationship; Helps teachers adopt better teaching techniques. Thus, it is logical to conclude that male and female teachers have a positive perception of appraisal service in secondary schools in Port Harcourt Metropolis.

Test of Hypotheses

Hypothesis 1: There is no significant difference between male and female teachers’ perception of orientation service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 1 at 0.05 level of significance

S/N	Variable	\bar{X}	SD	Observation N	df	z-critical	Z-cal	Remark
1.	Male Teachers	4.03	0.017	235	41	1.96	0.81	Not significant
2.	Female Teachers	4.04	0.030	185	8			

The result of the statistical analysis above (as indicated by z-cal = 0.81 is less than the value of the z-critical at 1.96), shows that there is no significant difference between male and female teachers’ perception of orientation service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that orientation service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 2: There is no significant difference between male and female teachers’ perception of counselling service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 2 at 0.05 level of significance

S/N	Variable	\bar{X}	SD	Obsv. N	Df	Z- critical	Z-cal	Remark
1.	Male Teachers	4.06	0.034	235	418	1.96	0.079	Not significant
2.	Female Teachers	4.02	0.027	185				

The result of the statistical analysis above (as indicated by z-cal = 0.079 is less than the value of the z-critical at 1.96), shows that there is no significant difference between male and female teachers’ perception of counselling service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that counselling service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 3: There is no significant difference between male and female teachers’ perception of information service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 2 at 0.05 level of significance

S/N	Variable	\bar{X}	SD	Obsv. N	Df	z-critical	z-cal	Remark
1.	Male Teachers	3.95	0.040	235	418	1.96	0.138	Not significant

2.	Female Teachers	3.98	0.050	185
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The result of the statistical analysis above (as indicated by z-cal value = 0.138 which is less than the z-critical value at 1.96) shows that there is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that information service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 4: There is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 4 at 0.05 level of significance

S/N	Variable	\bar{X}	SD	Obsv. N	df	z-critical	z-cal	Remark
1.	Male Teachers	4.01	0.030	235	41	1.96	1.10	Not significant
2.	Female Teachers	4.08	0.460	185	8			

The result of the statistical analysis above (as indicated by z-cal value = 1.10 which is less than the z-critical value at 1.96) shows that there is no significant difference between male and female teachers' perception of appraisal service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that appraisal service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Discussion of Findings

In response to research question 1, the result shows that: Orientation service makes students adjust fast to the school environment; Orientation of students is a profitable use of resourceful hours; Orientation makes teachers plan well for their teaching periods; Orientation services helps to give students proper direction in their academics; Orientation services provides students with effective skills for adaptation and accommodation; Orientation helps students feel emotionally secured; Orientation helps students adjust properly in their academic pursuits. The final grand mean (4.04) also shows that both the male and female teachers have a high positive perception about orientation services in secondary schools in Obio-Akpor LGA. From the statistical evidence in the test for hypothesis 1, the result shows that there is no significant difference between male and female teachers' perception of orientation service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it was concluded that orientation service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

This result was corroborated by the findings and opinions of Oluremi, Esere, Omotosho & Eweniyi (2010) who explained that orientation service assists individuals to get used to their new social surrounding. It also helps both the new and old students to have a better understanding of their roles in the school setting. Orientation programme provides effective skills for adaptation and accommodation of the school rules and regulations guiding people at schools, organisations, industries and various institutions. In any type of orientation, the dos' and

don'ts are usually provided to the new people as a way of familiarising them with that particular environment, their norms, values and climate.

Obidoa and Onwurah (2006) also added that orientation services are planned to assist both new students and staff get acquainted with their new school, adapt to their new environment and the people in it. They went further to explain that it helps the students to feel emotionally secure and better adjusted in a new environment especially during the transition periods from one class to another or one school to another. In any type of orientation, the dos' and don'ts are usually spelt out to the new students as a way of getting them familiar with the environmental conditions.

In response to research question 2, the result shows that: Counselling services helps to give direction to students in their career pursuits; Counselling services helps to give students emotional balance while facing their studies; Counselling services help students adjust properly with minimal behavioural problems; Counselling helps students improve in their academic studies; Counselling helps students adjust themselves socially and acceptably; Counselling helps teachers deal appropriately with the problems of their students; Counselling helps students compose themselves appropriate in the face of challenges and adverse conditions. The final grand mean (4.04) also shows that both the male and female teachers have a high positive perception about counselling services in secondary schools in Port Harcourt Metropolis.

From the statistical evidence in the test for hypothesis 2, the result showed that there is no significant difference between male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that counselling service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis (as indicated by z-cal value = 0.079 is less than the value of the z-critical at 1.96 at 0.05 level of significance). In further support of the findings of this study, both Okeke (2003) and Denga agreed that counselling services are a form of personalized interaction between the client experiencing a problem and the counsellor which helps to solve career, study, personal and the social problems students encounter in life.

In response to research question 3, the result shows that: that information services: Helps to create good personal-social opportunities for students; Helps students cope with the challenges of today and tomorrow; Helps students through their psychosocial development; Helps students through their vocational plans in life; Helps students through their vocational plans in life; Helps students appraise ideas critically; Helps students make realistic choices and decisions about their educational plans. The final grand mean (3.96) also shows that both the male and female teachers have a high positive perception about information services in secondary schools in Port Harcourt Metropolis. Also, from the statistical evidence in the test for hypothesis 3, the result showed that there is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that information service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis. In collaboration with the findings of this study, according to Okeke (2003) information services are tailored towards equipping students with the necessary information in the areas of educational, vocational and personal-social to be able to make a wise life decision. Information service is a vital aspect of guidance and counselling now that society is becoming more complex.

Finally, in response to research question 4, the result shows that appraisal services: Helps

teachers to understand the weaknesses of their students; Helps teachers to understand the strengths of their students; Helps teachers assist their students effectively in their studies; Helps students realize areas where they need improvement; Helps students appreciate the efforts of their teachers; Helps to build a better teacher-student relationship; Helps teachers adopt better teaching techniques. The final grand mean (4.05) also shows that both the male and female teachers have a high positive perception about appraisal services in secondary schools in Port Harcourt Metropolis.

From the statistical evidence in the test for hypothesis 4, the result showed that there is no significant difference between male and female teachers' perception of appraisal service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it became logical to contend that appraisal service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis (as indicated by Z-cal value = 1.10 is less than the value of the Z-critical at 1.96 at 0.05 level of significance). In support of the findings of this study, Okeke, (2003) revealed that appraisal services can help students understand themselves better. He went further add that appraisal service also affords counsellors significant opportunities of having insight into the strength and weakness of students. He explained that appraisal services can be used for different educational purposes and that the counsellor needs information on students through appraisal service to understand the student.

Conclusion

The study has shown with adequate statistical evidence that guidance and counselling services are a very important aspect of improving or enhancing teachers' performance and relationship with their students. It has also become obvious from the findings of this study that the importance of adopting guidance and counselling services as a way of helping students achieve educational and vocational goals cannot be overemphasized. As a matter of fact, according to Anagbogu (2012,), guidance and counselling services are greatly concerned with helping the individual gain insight and understanding of himself in relation to present and future environment such that decisions, choices made would lead to more satisfying rewarding experiences.

Recommendations

The following are hereby recommended for effective use of guidance and counselling services in the secondary schools.

10. Teachers should be given proper orientation on the importance of guidance and counselling in the lives of the students.
11. The schools should recruit and employ the services of more school counsellors to help achieve set educational goals in the lives of the students.
12. The Ministry of Education should consider making it compulsory for all schools to have at least 2 or 3 school counsellors with their own special offices located within the school.
13. Students should be allowed to discuss their challenges and problems with their teachers or school counsellors whenever necessary.
14. Teachers should be approachable and not bossy on their students.
15. Counsellors should adopt the appraisal services to help students realize areas where they need improvement in their studies.
16. Counsellors should adopt orientation services to help students discover their career goals in life.

17. Counsellors should adopt the information services to help students become aware of what they stand to face in their vocational pursuits.

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