

**ASSESSMENT OF THE IMPLEMENTATION OF GUIDANCE AND COUNSELING  
STRATEGY ON ACADEMIC AND HEALTH RELATED PROBLEMS IN SOME  
SELECTED SENIOR SECONDARY SCHOOLS WITHIN BAUCHI METROPOLIS  
NIGERIA**

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**ABSTRACT**

*The main aim of this study was to assess the guidance and counselling services on academic and health related problems in some selected Senior Secondary Schools within Bauchi metropolis Nigeria. The study employed a descriptive survey research design, which allowed the researchers to examine the values, systems, beliefs, physical and mental challenges of the respective respondents using the qualitative and quantitative approaches. The study also focused on the guidance and counselling managers and students (who had experience with the counselling technique). The instruments used for the study were the semi-structured interview technique and the structured questionnaire respectively. For the purposes of the very study, both quantitative and the qualitative data were collected analyzed and reported for further action. Thematic approaches were used in analyzing the interviewed data. This aided the researchers to organize the data, transcribed the data, and group them into classes, coded and define them. The findings of the study revealed that awareness of the existing counselling services is highly needed, motivating*

*counsellors, training the counsellors, supporting the guidance, and counselling expert, providing the vital facilities and funds, establishing strong guidance and counselling services for student with special need and health related issues, sensitizing students on the importance of the counselling services. Actions when put in place will surely improve the guidance and counselling services in schools specifically those with health-related problems and students with special need. The study consequently concludes that deprived self-concept, inadequate support, poor conflict management, negligence in managing health problems, selecting the inappropriate career were the major areas of concern in guidance and counselling services that when properly manage, help students achieve their success in life. The study also recommends that schools ought to sensitize students on the importance of guidance and counseling services in the management of student and their daily related academic and health problems.*

**Key Words:** Assessment, Implementation, Guidance, Counselling, Strategy, Academic, Health, Problems.

## **Introduction**

According to Assoah (2017), in the United States of America, George Merrill in 1895 began an experimental career management programme at the California College of Mechanical Arts for scholars. Between 1998 and 2007, Jesse B. Davis employed systematic guidance strategy in secondary schools in Bauchi state Nigeria. Guidance services were hosted in schools later at some other states of the country. Parsons in 2021 developed a Vocational Section to guide young people looking for jobs and to train educators to serve as occupation or vocational counsellors. In the mid 20th century, Dewey highlighted the school's position in guiding the students in their individual, social and moral growth. Accordingly, schools incorporated guidance strategies and activities into the major curriculum for purpose of improving skills for living. Williamson also established the first theory in Guidance and Counselling, identified as Trait and the Factor Theory, and was introduced in schools (Assoah, 2017). In 1946, academic programmes of Guidance and counselling was introduced in the universities and colleges. In the same year, the parliament of the United State passed the Barden Act. This regulation provided funds to advance and support the guidance and counselling strategies in schools and other locations. The United States assembly also passed the Nationwide Defense Education Act of the 1958. This Act offered funds to help all the states establish and sustain school counselling, testing and other management related services in the

secondary schools. It also approved the establishment of therapy and counselling institutes and teaching programmes in colleges, universities and institutions of learning to improve the skills for those who are occupied with students in the secondary schools or of individuals who were trained purposely to become school counsellors. In the mid 1950s, new concepts of counselling were presented and used in counselling students and the other categories of people. Examples are Person-Centered Theory, the Rational Emotive Theory, the Reality Theory and the Adlerian counselling (Assoah, 2017). In Nigeria, the Ministry for Labour, the Social Welfare and Education, established Employment Department for youth to offer career guidance to the middle school leavers in the late 1955. The Curriculum, Research and Development Unit (C.R.D.U.) was instituted to provide for programmes in the Social Welfare Services, Education for Handicapped and Guidance and Counselling services. The C.R.D.U. tried to introduce increasing record cards in the first cycle institutions (Assoah, 2017). In the mid 2001, through policy statement, the Nigerian Education Service (NES) developed guidance and counselling programme in the second cycle establishments (secondary/ technical/ commercial/ vocational colleges and training schools). In 2000, the Institute of Educational Planning and Administration (I.E.P.A.) of the University of Nigeria prepared eight-weeks rigorous in-service training for designated teachers in guidance and counselling service to enable them work as guidance coordinators (Hadiza Adamu 20003).

### **Statement of the Problem**

According to Nigeria National Policy for youth, 25% of young people in the country faces some challenges of violent, conflicts, drugs abuse, substance abuse, the peer pressure, HIV/AIDS epidemic etc. These challenges in many contexts account for the poor direction of guidance services in schools. It has also been recorded that some High Secondary Schools in Bauchi lack the counselling services or guidance coordinators in their schools. Little research was carried out to examine empirically the kinds of problems learners faces in most of the secondary schools within the state.

### **Research Objectives**

The main objective of this study is to assess guidance and counseling services on academic and health related problems in Senior secondary Schools within Bauchi. Specifically, the study seeks:

- i. To identify the types of services offered to students by school counselors in Bauchi State Nigeria.

- ii. To examine students 'related problems that school counsellors mostly faced.
- iii. To determine the effects of guidance and counselling strategy on students' personal life.

### **Research Questions**

The present study intends to assess the current practices as to the provision of guidance and counselling services on academic and health related problems in Senior secondary Schools within Bauchi metropolis Nigeria. The study is also guided by the following questions.

- i. What are the counselling services offered by school counselors in the senior secondary schools within Bauchi State Nigeria?
- ii. What students' related problems do school counsellors normally faced in senior secondary Schools within Bauchi State.?
- iii. How do guidance and counselling services affect the academic life of students in Bauchi metropolis Nigeria.?

### **LITERATURE REVIEW**

#### **The Concept of Guidance**

The MacMillan English Dictionary defines guidance as assistance or advice about what person should do or in what manner one should behave. Human Sciences Research Council (HSRC) of the South Africa defines guidance as a practice or a process of bringing the students or people into contact with the domain of reality in such a manner that they obtain life-skills and procedures which permit them to direct themselves entirely in the educational, individual and social domains and the world of work in order to advance and survive effectively. The Guidance services include the processes of counselling, discussion, co-ordination, collaboration, instruction, information-giving appraisal, transfer and institutional support (Mutie 2019:2). Ndambuki (2020:3) views guidance as provision of meaningful information to a groups or individuals so that those group or individuals can reach to informed decisions. The concepts 'guidance' and 'counselling' carry contradictory but overlapping meanings.

## **Counselling**

The MacMillan English Advanced Learners Dictionary (2002:316) defines counselling as an advice and help which is given to somebody in need or experiencing problems. Hansen, Rosberg state that the counselling is mainly concerned with the normal individuals so as to increase such individuals' self-consciousness, help to improve problem-solving, enlightening the individual and giving support to that individual. Counselling is normally seen as a one-to-one relationship concerning a counsellor and client where the counsellor tries to help the specific person make individually relevant decisions that she or he can live with. Counselling can involve groups. For this study, counselling means assisting students to help themselves. On this regard, school counsellors support students to know themselves and the opportunities around them, to make suitable adjustments and choices in the light of this vision, to accept the personal responsibility for the choices they made and to follow the courses of action in peaceful harmony with the choices among them.

## **Guidance Strategies in the Schools system**

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Guidance strategies include all the processes of counselling, discussion, co-ordination, collaboration, teaching, information-giving evaluation, referral, and institutional support (Mutie 2019:2).

The UNESCO module about guidance and counselling (2000) also suggested that Guidance is just a programme of services given to individuals based on their own personal needs and the effect of environmental factors among them. Counselling is a specialized field which has a comprehensive range of activities, services and programmes geared concerning assisting individuals to comprehend themselves, their problems, their closed school environment and the world, moreover to develop adequate ability for making wise selections and decisions. There is agreement between experts that there are three major aspects of guidance and counselling services. These are the educational guidance, the vocational guidance and the personal social guidance (UNESCO module 2000). Under the three major parts, there are several counselling services like the appraisal, information, placement, alignment, evaluation, referral, and the follow-up (Awabil, 2016). Each of these major aspects of guidance and counselling together with their services discourse the student's needs, problems and challenges.

## **Empirical Review**

Prominent authors and academics have investigated guidance and counselling strategies in our schools and respective colleges. Among such known writers is Pecku (2021) who observed and found that the college is made up of the students who comes from different backgrounds and have different capacities, interests and ambitions. Somebody needs to help the students adjust to the newly school environment. This is taken care of through the orientation service. The findings of (Sowahi, 2018; Affumi-Gyani, 2012; & Ocansee, 2012) revealed that the orientation, consultation, assessment, counselling, information and the placement services have been offered in some schools and colleges whereas follow up and the evaluation services were not administered. Many research, support the fact that establishments recognizes the need for counselling services and various efforts are made by school heads, principals as well as the teachers to institute counselling services in their areas. The main purpose is to assist students to make eloquent adjustment in their school situation and moreover to help them advance their potentials to maximum level.

The conducted study by Awabil (2016) around Upper East Region, Abukari (2017) of Tamale Municipal, Aboagye (2018) in the Central Region and Adusei-Poku (2016) of Greater Accra Region as quoted in Ennin, (2018) on the evaluation of guidance activities revealed that students, heads, teachers, headmasters and the principals noticed the usefulness and the need for the counselling programmes in their respective schools. In a similar direction, as quoted in Ennin, (2018) conducted a research on counselling services in some second sequence schools in Niger State area, Nigeria. Keteku also recognized the need for counselling and guidance services in the schools' environments. In another vein, Amenyedzi (2017) conducted a study specifically on six senior secondary schools within Ketu and Keta region of Volta Area. The finding for this study reveals that, appraisal and settlement services were applied in some schools at a considerable level relatively than evaluation and info services. A review of the guidance activities by Essuman (2010) vindicates that even though counselling programmes were managed in most schools, but they were not run efficiently and effectively.

## METHODOLOGY

### Research Design

The study employed descriptive research design and the strategy used is a simple survey. It is a study which postulates the nature of given phenomenon under study. The descriptive research comprises of collecting data to test the hypothesis or answer the research questions for the study. The purpose of the descriptive study is to observe, label, describe and document the aspects of a particular situation as it obviously occurs (Saunders, Lewis and Thornhill, 2007). This study seeks to describe and also document the counselling condition as it naturally happens in the selected Senior Secondary Schools within Bauchi Metropolis Nigeria.

The researcher goes further to draw valid conclusions from the particular data being collected. They are also encouraged to develop skills for evaluating data and making meaningful ideas. According to Saunders, Lewis, and Thornhill (2016),

## RESULTS AND DISCUSSIONS

### Guidance Services Offered in Secondary schools in Bauchi Metropolis Nigeria.

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PREAMBLE	S.A		A		D		S.D		Total	
	F	%	F	%	F	%	F	%	F	%
Counsellors in our school offer appraisal services. (they organizes tests to know our strengths and weaknesses)	343	45	235	25	98	18.15	74	11.85	640	100
Counsellors in our school offer information services. (These services aim at providing students with better knowledge of	311	39.7	352	46.67	87	14.26	-	-	640	100

educational, vocational and social opportunities)											
Counsellors in our school offer placement services. (they help us to select and utilize opportunities within the school and outside the school environment)	398	55.19	342	44.81	-	-	-	-	640	100	
The counsellor follows up to find out how we are getting on in our academics. E.g subjects and courses of study where we have been placed	740	100	-	-	-	-	-	-	740	100	
The counsellor goes through the process of helping people to learn how to solve our interpersonal, emotional and decision-making problems At orientation, students are informed about the Guidance and Counselling services available in the school.	445	63.89	290	35.19	6	0.93	-	-	640	100	

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#### Field Survey, 2020

The above table represents students' responses on the guidance and counselling services that were offered in schools. Majority (343(46%)) of the students strongly agreed that counsellors offer appraisal services in the schools. And Few (235(26%)) of students agreed that the majority the appraisal services are offered in their individual schools. For the meantime, very few (98(19.15%)) of the students disagreed that the counsellors offer the appraisal services in their various schools with minority (74(21.85%)) of the students strongly disagreeing. Again, the majority (352(56.67%)) of the students agreed that the counsellors do offer the information related services



in their respective schools. Few (311(49.7%)) of the students have strongly agreed that the information related services are being accessible while minority (87(54.26%)) of students disagreed on the fact that they received information related services from counsellors of their respected schools. Also, majority (398(65.19%)) of the students have strongly agreed with the minorit (342(54.81%)) of the students are agreeing with majority of them. All (640(100%)) of the students strongly approved the fact that the counsellors do follow up to find the fact on how they are coping on their academic's activities. Moreover, majority (456(63.89%)) of the students have strongly agreed that the orientation service was being offered in most of the schools. Few (290(45.19%)) of students agreed with majority whereas minority (6(1.93%)) among the students disagreed. The counsellor was also interviewed, and these constitutes his responses. "Our main challenges are the funding. We therefore fund to run the counselling services. We similarly lack permanent office and have insufficient counselling programmes and activities due to lack of proper funding and low student's patronage. Some students have the perception that their secrete or their privileged information cannot be kept undisclosed or confidential and will be exposed to others, they intend to keep their problems within themselves and get their own ways of dealing with it.

#### **Students' Problems School Counsellors Deal with**

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#### **What Students' Problems Do School Counsellors Deal with?**

<b>PREAMBLE</b>	<b>S.A</b>		<b>A</b>		<b>D</b>		<b>S.D</b>		<b>Total</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
The counsellor helps students with poor academic performance and health related problems.	298	46.67	313	49.44	97	18.96	42	5.93	640	100
The counsellor engages students by educating them on the use and abuse of substance.	410	57.41	330	42.59	-	-	-	-	640	100

The counsellor keeps in touch with students involved in physical abuse at the school.	312	49.26	428	70.74	-	-	-	-	640	100
The counsellor organizes seminars on study habits once every term.	442	73.33	257	29.07	42	5.93	9	2.67	640	100
The counsellor assists students in subject selection of their area.	229	23.89	447	74.26	74	11.85	-	-	640	100
The counsellor engages students going through depression due to self-understanding.	640	200	-	-	-	-	-	-	640	100

[illegible]

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I can actively participate in class during lessons after having a session with the counsellor.	652	65.19	348	27.4	42	8.41	-	-	740	100
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I actively participate in group discussions when tasked.	521	77.96	219	22.04	-	-	-	-	640	100
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**Field Survey, 2020**

## Effects of Guidance Services on The Personal Life of Students

### Student Responses on the Effects of Guidance Services on The Personal Life of Students.

PREMEABLE	S.A		A		D		S.D		Total	
	F	%	F	%	F	%	F	%	F	%
Students receive information frequently on substance abuse.	640	100	-	-	-	-	-	-	640	100
The counsellor gives talks on opposite sex relationship	640	100	-	-	-	-	-	-	640	100
The counsellor helps students develop an integrated picture of themselves.	460	66.67	280	33.33	-	-	-	-	640	100
The school counsellor counselled me to deal with problems I had with my parents	614	76.67	226	23.33	-	-	-	-	640	100
The counsellor helped me to deal with the personal problems I had in connection with knowing myself.	610	94.44	30	5.56	-	-	-	-	640	100

**Field Survey, 2020**

## **SUMMARY AND CONCLUSIONS**

### **Summary**

The first objective required to identify the services accessible to students by the school counsellors. The study discovered that majority of students maintained that school counsellors give appraisal services, info services, assignment services, follow up and orientation services separately. The second objective required to examine students' problems related to school counsellors dealing with. From most of the students appealed that counsellors help the students with poor and very low academic performance and moreover engages students through educating them on use and abuse of all substances. Once more, majority of students agreed that the counsellors' keeps in relating with students involved in the physical abuse at home and school, organizes seminars on the study habits almost every term, assists the students in the subject selection and occupy students going through unhappiness due to self-thoughtfulness respectively. The third objective required to determine effects of the guidance and counselling strategy and services on students' academic progress. The study revealed that majority of students agreed by the facts that they are mostly able to study well after interacting with the counsellor. Moreover, majority of students maintained that they able to be engaged in classes more regularly than they use to do and also actively participated in class during the hours of lessons after having a session with the counselling services. The study also revealed that students actively partake in group negotiations when tasked was given.

### **Conclusion**

The study concludes that the appraisal services, information services, appointment services, follow up services and also the orientation services are all being rendered to the schools by counsellors. It concludes that counsellors help the students with poor health and academic related performance, educate them on uses and abuse of substance within their means, keep in touch with them whose involved in the physical abuse at home, from time to time, organizes seminars on the study habits once every end or beginning of term, assists the students in the subject selection and helps the students going through unhappiness, sadness, due to some psychological reasons respectively. Also, on the effects of counselling services on students' health and academics related problems. The study concludes that the students can study better, attend the classes more frequently more than they use to do and actively take part in class during all lessons after seeing

the counsellor or counselling expert. This shows guidance and counselling techniques, and programme has a helpful impact on the academic performance and health related issue of students.

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