



An Appraisal of Guidance and Counseling in Effective Teaching and Learning in Schools: Trends and Challenges

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Abstract: The paper highlights the reckoning or evaluation of the guidance and counseling services on students' in schools. Effective Guidance and counseling was aimed at assisting students harmonize their abilities, interests and values and thereby develop their full potential. All this is geared towards improving the self-image of the students and facilitating better achievement in academic performance. Therefore, the paper recommended that more guidance and counseling center should be set-up with more professional counselors employed in the schools and also Government should support guidance and counseling practically by providing funds. Also the purpose of this paper was to establish the challenges facing effective implementation of guidance and counseling in schools. Furthermore, the paper recommends that there is need for all Nigerian schools counselors to be taken through a thorough and informative training on the importance of giving full support to guidance and counseling programmes in their schools. There is also need to work to change the negative attitude towards guidance and counseling held by some students and parents. Furthermore, the paper elucidates the concept of guidance and counseling, types of guidance and counseling, the Importance of Guidance and Counseling Services in Schools, Objectives of Guidance and Counseling in Schools and Problems Facing Guidance and Counseling in Schools among others. And finally do to the nature of the research analytical method is used when conducting the research.

Keywords: Guidance and Counseling, Effective and Learning, Trends and Challenges.

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INTRODUCTION

Guidance and Counseling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counselor to assist the child in moulding their future through counseling therapy. The school counselor is seen as a role model and highly respected by students. The counselors by their training are expected to be friends with the school child, listen to the child's complains, short comings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit.

Egbo [1] stated that "the total development of a child can only take place in an environment

conducive for teaching and learning". It is in realization of the above that all.

Educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counseling services are among the school educational services. It is believed that guidance and counseling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children.

According to Oviogbodu [2] Counseling can be defined as a number of procedures in assisting an individual to solve his problems. Counseling is more involved emotionally in the affective realm

personalized learning, that is, emotions and feelings, values, attitudes. Counseling is an interaction or relationship between two or few individuals, the client counselor relationship of trust [3, 4, 2].

Counseling is a learning process in which a counselor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally [1]. In other words, counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Counseling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it could involve a group of two or more persons. Consequent on the discussion it is important to highlight the benefits of Guidance and Counseling to students in the school programme.

The Concept of Guidance and Counseling

Guidance and counseling is described as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding [5]. Akinade [6] defines guidance and counseling as a process of helping an individual become fully aware of him and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Corey [7] regards counseling as a process which occurs in one to one relationship between an individual troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others reach solution to personal needs. Okoye [8] viewed counseling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self. Counseling is a learning process in which a counselor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally [1]. In other words, counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Types of Counseling

There are two major types of Counseling, namely: individual counseling and group counseling.

Individual Counseling

This is referred to as one-to-one counseling. It occurs between the professionally trained Counselor (Therapist) and his client (Counselee). The goal of this is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients' problems are alleviated. Frumboltz and Thoreson [9] as cited in Ojo [10] remarked that it is mainly to bring about change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

Group Counseling

This is a counseling session that takes place between the professionally trained counselor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counseling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar. During group counseling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counseling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counselor during group counseling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and knowledge he possesses. The counselor is not just a member of the group; he is to direct the affairs and situations.

The Counselor and Counseling

The counselor in this context is a professionally trained teacher and therapist who should be working in the Schools. The role of the teacher counselor revolved around employing new skills to aid the client/learner through the "dark entangled forest" (unknown) of his/her personality and society. Schools can help in terms of offering counseling or interpreting it in a broad way, by integrating it into the ethos of the school, and offer individual or group counseling. Lang [11] agrees that for Schools, effectiveness in counseling depend on counseling being considered in its broad sense, and integrate it into a whole school approach. Whether integrated, group or individual, the counseling process should be handled sensitively and discreetly. Counseling aims at empowering the individual. The teacher-counselor requires professional training to accomplish this task successfully. Castillo [12] acknowledges that anyone who hopes a child to mature must first get to know and accept him for he is. Otherwise success will evade even his/her best affairs. Makewa [13] concedes that it is important to understand the

youth's world as a counselor. The counselor is then able to help them better when they understand them and that boys and girls are easier to build than it is to mend men and woman. A counselor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counselor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge. Ndirangu [14] concedes that the teacher-counselor should be well grounded in clinical psychology where it is dictated by the maxim that all behavior is caused. The teacher-counselor requires knowledge of some culture values and beliefs of most of the clientele he or she handles within the learning institution. This is crucial because cultural misinterpretation may mean long-term damage to the client. It is not a wonder then that the Map-Robinson Report 1987 comments that guidance and counseling for individuals has always formed part of the African strategy for combining personality problems and may be practiced by indigenous counselors. The Witmer [15] Report endorses this argument by remarking that counselors should always be cognizant of the cultural conditions and changes. Teacher-counselor should design comprehensive guidance programmes, provide counseling service and use assessment procedures with a gender perspective. Lack of training of counselors in gender analysis may lead many providers of guidance to render services and/or organize activities that may continue to maintain and enforce the already existing stereotype. Counseling skills are learned over time and should be practiced by a professional teacher-counselor as much as possible. Counseling is a purposeful process which leads client to move understandings of themselves and other; the teacher counselor should therefore be conversant with the listening skill. Counseling is a process and theory based.

The Role of the Teacher Counselor

Initially, when the guidance and counseling programme was introduced in secondary schools, the role of the appointed counselor was limited to giving information on career/vocational choices. With time however, it was noted that students had other problems other than just educational. In the 1980s and 1990s, a counseling element was added to the original guidance programme. The Koech Report 1999 recommended that a counseling element be added to guidance in order to help students overcome their personal problems.

Rogers [16] also said that guidance and counseling should help a client to attain a self-understanding which will facilitate change of behaviour, change of attitude and identification of special talents and abilities. In the light of this

therefore, the role of a guidance and counseling provider in an institution is to: help people experiencing difficulty to overcome or cope with it and to understand the environment very well so that she/he can anticipate, circumvent and, if possible, forestall difficulties which may arise in future, therefore preventing students from falling into them. It is also her/his role to help the individuals to plan and derive maximum benefits from educational, social and vocational experiences which will enable them to discover and develop their potential [17]. In order to do this, the counselor should be a trusted confidant to all learners by showing a positive attitude and disseminating to and receiving appropriate information from counselees. The information should also be used to help each student to strengthen his own abilities [18]. The counselor should also work in cooperation with other teachers to identify each student's unique and special mental abilities, aptitudes and creativity then assist her/him to develop a realistic self-image. Sindabi [19] also underscores this by saying that a counselor should be one who is knowledgeable on the nature and pattern of problems that students are likely to deal with and the adjustment mechanisms that they use when they are unbalanced or uncomfortable.

The Importance of Guidance and Counseling Services in Schools

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence [20]. The importance of these services are presented by Bolu-Steve *et al.*, [21] as:

1. **Development of students' potentials:** It aids in planning effective study habit which in turn, enhances students' academic competencies.
2. **To help students with developing problems:** Counseling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students.
3. **Decision Making:** To help students make informed decision about their education. Individuals have to know the choices that are available in subjects, curricula, schools or colleges to determine what exactly they want to pursue. They have to know subject combinations or options, what the subject involves in the classroom, available courses and what are the future prospects of following a particular course, available

schools and colleges that offer the desired programmes, admission requirements and educational opportunities.

4. **Development of the School's Curriculum:** The professional Counselors, provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.
5. **Offer of Technical Services:** A guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

What are the Effective Teaching and Learning, Guidance and Counseling Perspective?

Teaching is a common phenomenon in school; it is aimed at bringing about a positive change in the life of an individual. In the context of guidance and counseling the counselor listens to the child's problem, extra the issue before him/her and tries as much as possible to help the child's in overcoming the problem through proper advise and continues engagement/follow up to see if the child is applying the therapy.

Teacher effectiveness in use of instructional resources is considered important to enable them master the requisite knowledge of the subject matter content and enhance their teaching capabilities [22]. To retain efficient and experienced workforce in an organization such as a school set up is very crucial to the standard organization. Hammon [23] found that teachers subject matter knowledge, teaching capability among others are leading factors in teaching effectiveness. Effective teachers understand and are able to apply strategies to help students increase not only the academic achievement of students but also help learners cope with other life skills [24].

According to Abolade [25] cited in Egbo [1], teaching is describes as a set of activities that are designed to bring about changes in the behaviour of learners. Popham [26] sees teaching as explaining, demonstrating, guiding and counseling by the teacher in order to effect a change in the learner. Okoye [8] stated that the main aim of teaching is to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. In other

words, it is to bring about some desirable changes in the learners, she also noted that teaching is said to be effective only when the learners have been able to achieve the set behavioural objectives. Nnabuike [27], believes that a teacher is also a learner because there is no end to learning.

Okoye [8], views learning as the mental activity by which knowledge and skills, habits and attitudes, virtues and ideas are acquired, retained and utilized resulting in the progressive adoption and modification of conduct and behaviour. Oketch [28] sees learning as the acquisition of new behaviour or a change in behaviour whether positive or negative change. It also includes acquisition of knowledge, information, skills and cultures. He therefore noted that learning definitely will lead to change in one's thought, patterns and feeling. Learning also involves cognitive process especially mental reasoning. Thus teaching and learning go together; it is like buying and selling. If nobody learns it follows that nobody teaches.

Nnabuike [27] noted that the work of the teacher is to help students to learn through deliberate and conscious manipulation of information, knowledge, skill, values, attitudes and habits of the learners in order to bring about learning, leading to desirable changes in character. Based on the above, no effective teaching could be said to have taken place if learning has not occurred.

The teacher in a classroom condition act as a counselor in the form of Teaching Advisory Programme (TAP); in the light of this situation the teacher counsel the students in the right direction to take using life instance and experience to act of a guide since the students already see him/her as a role model.

Effective teachers have a thorough knowledge of their subject content and skill. Through this, they inspire in their students a love of learning. They also understand how students' best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully.

Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a class room where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them. Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better

ways of teaching those who are not responding as well as extending those who are achieving well.

The implication for guidance and counseling is that the teacher observes the students during and after the class. The teacher also evaluate the students to know their knowledge of assimilation and if there is need for counseling, the teacher may which to invite the counselor to the class for general class discussion of refer a particular students that is deficient to the counselor for guidance section.

Objectives of Guidance and Counseling in Schools

The objectives of guidance and counseling are not different from the objectives of education. The rationale behind counseling is that it is believed that individuals who understand themselves and their world will become transformed, productive, effective and happier human beings. Below are some of the major objectives of guidance and counseling in schools.

1. To develop in students an awareness of opportunities in the society through relevant and useful information.
2. To help students develop the skills of self-study, self-analysis and self-understanding.
3. To help students in making appropriate and satisfactory personal and educational choices.
4. To help student develop positive attitudes to self, to others, to work and to learning.
5. To help students acquire the skills of collecting and using information.
6. To help students who are underachieving use their potentials to the maximum.
7. To help children relate behaviour meaningfully to cognitive achievement and the chances of success in life.
8. To help student acquire as early as possible in their lives a positive image of self through self-understanding and self-direction.
9. To assist students in the process of developing and acquiring skills in problem solving and decision making.
10. To help build up/or sharpen the child's perception of reality, development of a sense of autonomy and to whip up the motivation for creativity and productivity.
11. To work with significant others in the life of the child, helping them to understand the needs and problems of the child with the purpose of creating, arousing and sustaining their interest in and their understanding of the child's needs, problems and goals so that the child could be optimally helped to attain those goals, handle those problems and meet those needs.
12. To help route the nations human resources into appropriate useful and beneficial

channels thus preventing unnecessary economic bottlenecks.

13. To help identify and nurture human potentialities in various fields of study endeavours, thus ensuring adequate manpower in the various sectors of the nation's economy.
14. To help build up in individual Cameroonians positive attitudes to fellow Cameroonians and a sense of commitment to the unity of Cameroon.
15. To help the child as early as possible to learn to appreciate Cameroonian cultural values.

Problems Facing Guidance and Counseling in Schools

Odu [29] stated that the main aim of guidance and counseling is to assist the student to develop physically, mentally, emotionally, morally and educationally to cope with the learning situations within and outside the school environment. Some of these services provided by counselors are hindered because of the following problems;

1. **Lack of trained counselors:** Despite the fact that there are many holders of higher degrees in guidance and counseling in Nigeria today, not as many are qualified to be real counselors because they lack the skills necessary for the practice. There is limited number of trained counselors in Nigerian schools and the ones already trained choose to go into non-school settings [6].
2. **Doubt about the efficacy of guidance and counseling:** Some people such as uninitiated colleagues, teachers, principals or administrators doubt the efficacy of counseling. They are skeptical about reliance on its use [6].
3. **Lack of Commitment of Government officers:** More committed action will help the growth of the profession.
4. **Lack of or inadequate funding:** Guidance and counseling is not well funded today in Nigeria, the education enterprise has become a costly venture. Enough funds are not allocated to each school to run its various services. Where funds are available, very little is earmarked for counseling purposes. It seems the various levels of government do not want to stretch their budgets with extra demands from emerging units such as guidance and counseling, yet it is known that effective counseling demands adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as Orientation, Excursions, Career Clubs and Career Day/Week and furnishing counselors' offices.

5. **Confidentiality:** Clients expect that their secrets or privileged information be kept secret or confidential and not exposed to others. However, referral agents such as teachers, peers, parents, principals etc. expect counselors to divulge such information to them. Failure of the counselor to reveal the “secret” may raise the degree of suspicion of his activities. Revealing the secrets lead to loss of faith in counseling and counselors on one part will lose clients. Yet all these are happening [6].
 6. **Counselors created problems:** Counselors also create major problems to guidance and counseling delivery. Some are not fully committed to the counseling profession. Instead of being serious minded in their counseling duties, some join in the staff room discussions.
 7. **Feeling of suspicion of the role/or integrity of counselors:** Some school personnel still see the counselor as having a “hidden agenda” or something to hide when a client goes into the counseling room (where this is available); some give counselors negative or derogatory labels. This is more so where the other workers doubt the moral integrity of counselors who give individual counseling to young ones. This feeling becomes more serious when a male counselor treats female students and gives the interaction high confidentiality [30].
 8. **Blurred role of the guidance counselor:** Several people in the society do not know the specific roles of the counselor. Even in the school settings, where awareness is expected to be high, school personnel such as teachers and principals do not understand or they misconstrue the functions of the counselors. For instance, Makinde [31] wrote that head teachers see them as rivals instead of helpers.
- opportunities. It involves collection of data for students.
 3. **Appraisal service:** Appraisal involves the collection, administration, interpretation and clinical usage of variety of test devices in order to provide effective counseling services to students.
 4. **Placement service:** The goal of this service is to ensure that students achieve placement whether on programme of the study, a career, work study or even a medical treatment programme.
 5. **Follow-up service:** The goal of this service is to provide feedback on the effectiveness of school guidance through research into the concrete outcomes of the school guidance.
 6. **Referral service:** This is sending a client to another person or agency for assistance where the counselor is unable to solve the problem. The counselor does not claim to know everything and so the need for referral to other needs of the
 7. **Counseling service:** Counseling service is the interaction between a client and counselor that aims at solving or understanding the client’s problems the more. He also stated that this interaction enhances effective teaching and learning.
 8. **Teachers’ forum:** The Teachers Forum is meant to gather all the teachers in the school to discuss teacher/students problems (Teaching and Learning). The counselor uses this programme to introduce himself to the teachers and what he stands to do in the school. The counselor invites some resource persons who will talk to teachers on some students need areas that affect teaching and learning, like harmony in the place of work, cordial relationship between teachers and students, handling students without stress, different methods of teaching, learner’s individual differences and so on.

Major Counseling Services in Schools

According to Egbo [32] the rationale for guidance and counseling in schools is based on the belief that prevention is always better than cure in every aspect of life. She therefore noted that counseling no doubt has the key for the prevention of almost all the problems associated with learning, therefore the need to understand the services provided under the school guidance programme towards attainment of effective teaching and learning. These counseling services include;

1. **Orientation service:** This is designed to assist students adjust adaptively when found in new school environment for effective learning. The teachers should also be given orientation on how to handle the learners from time to time.
2. **Information service:** This service is designed to provide students with data about educational, social and vocational

Guidance and counseling services when rendered as should be rendered in the schools bearing in mind the national goals of education will no doubt go a long way in ensuring effective teaching and learning in schools.

Placement Service

This involves placing students in an appropriate class or school, courses, training or vocations. The counselor assist the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement

programmes also assist the graduating students to choose the right course at the University.

Evaluation Service

This helps in assessing the effectiveness of the school counseling programmes. Data gathered from the evaluation process, enable the counselor to improve, modify or suspend any service in the programme.

SOLUTIONS AND RECOMMENDATIONS

The following solutions and recommendations are made for promoting effective teaching and learning in schools through the recognition of what counselors do.

1. There is need for serious enlightenment on the part of the public to accept guidance and counseling. This will help develop strategies for school administrators and teachers to achieve a realistic perception of students in their school environment.
2. Government should support guidance and counseling practically by providing and making funds available for all the services in guidance and counseling.
3. Guidance and counseling should be made an integral part of the school programme and therefore supported by all concerned.
4. The guidance counselor should be consulted by the school administration in implementing some of the counseling programme.
5. Guidance counselors on their own part in the school be committed to the counseling programmes through helping the teachers with the identification of students with learning problems and inform the teachers, so that different individualized methods can be used for effective teaching and learning.
6. Government should help to train and appoint qualified guidance counselors in schools to help meet with the students' problems.
7. Parents also should be included in guidance and counseling programme through giving them progressive reports of their children.
8. Counselors should understand their limits in helping the students and therefore make use of referrals.
9. Counselors should keep students' secrets with utmost confidentiality.
10. There is need for the clarity about the services rendered by school counselors. This is done by defining the counselors' roles, functions and objectives for the benefit of school administrators, teachers, students, parents, staff and community.
11. More guidance and counseling center should be set-up with more professional counselors employed in the schools.

12. Students should be motivated to share and discuss the choice of career with their counselors and understand the relationship of subjects to a particular career.
13. The guidance counselor should be made to attend his/her professional conferences to learn new ideas of therapies with clients.
14. Ministry of Education should enforce the establishment of counseling centers in both public and private secondary schools and implementation of counseling programmes.
15. Government should support guidance and counseling practically by providing and making funds available for all the services in guidance and counseling.

CONCLUSION

Inclusion guidance and counseling is tinted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in the pursuit of future ambition. It is necessary that the counselor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). This is so, because, client that trust counselors normally open up with vital information to their counselors which may enable the client to introduce any other person with counseling need to the counselor.

Counseling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

Guidance and counseling is of paramount importance in effective teaching and learning in school in Nigeria and globally. It is transformer, reformer in educational, vocational and socio-personal practices in every society. UNESCO 2002 has recognized the pivotal role which guidance and counseling plays in various spheres of human existence, hence it sponsored the development of training modules for counselors. Counseling is aimed at helping an individual become aware of himself and his environment and therefore be in a position to choose the right type of behaviour, educational, vocational and socio personal in nature. Therefore guidance and counseling no doubt has a lot of roles to play for effective teaching and learning and therefore deserves maximum support of everybody.

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