

# Role of Human and Physical Materials in Enhancing Guidance and Counselling Services in Nigerian Schools

Dr. Dorcas Oluremi FAREO<sup>1</sup>, & ICHAKANU Rosemary Omeche<sup>2</sup>

<sup>1</sup>*Department of Educational Foundations, Adamawa State University, P. O. Box 411, Mubi, Nigeria*

<sup>2</sup>*Postgraduate M. Ed Guidance and Counselling Student, National Open University of Nigeria (NOUN), Yola Study Centre, Adamawa State, Nigeria*

## I. CONCEPT OF GUIDANCE AND COUNSELLING

Guidance and counselling, is a noble profession whose importance in the Education system of Nigeria is becoming increasingly recognized by the country's Education planners and policy makers. It is an integral part of schooling and a lot of emphasis should be laid on its implementation to ensure that its objectives are realised. Education guidance, which is a component of guidance and counselling, is a vital activity in the education system (Ribadu, 2021). However, in a developing African country like Nigeria, there are a lot of misconceptions about what guidance and counselling stood for. To clearly understand the concept of guidance and counselling; there is need to first explain the two words "guidance" and "counselling" separately before explaining the concept of guidance and counselling.

Guidance literally means to guide, inform, direct, watch over, aid and assist individuals. According to Fareo (2020), guidance enables clients to make choices which are intended to bring self-direction and adjustment. It is designed to help clients adjust meaningfully to the environment, develop the ability to set realistic goals and improve on total Education programmes. Guidance involves provision of direction or advice as in a decision or course of action, showing the way; setting and helping to drive, lead, assist, pilot and steer ideals into individuals by counselling professionals to enhance the achievement of goals (Egbo, 2015). Guidance therefore is a process of helping individuals to understand themselves and their world. It is developmental in nature, the individual is assisted to understand, accept and use his abilities, aptitudes, interest's attitudinal patterns in relation to his aspirations. It is an integral part of the education process where students are assisted to understand themselves, their abilities, interests and goals.

Counselling on the other hand, is a process by which trained counsellors offer help to an individual in a one to one or one to many encounters. In counselling, information is given but it deals more intensely with personal and emotional issues (Mogbo, et al., 2011). According to Fareo (2020), counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed

choices and a resolution of problems of an emotional or interpersonal nature. Sani (2014) also opined that counselling is a relationship in which one person (a professional counsellor), endeavours to help another (a client, with problem) to understand the counsellor and solve his adjustment problems. They also point out that: (a) areas of adjustment are often indicated, (example, Education, vocational and socio-personal counselling); (b) reference is usually to helping normal counselees, but creep's imperceptibility into the fields of psychotherapy; and (c) while everyone occasionally undertakes counselling, the word is preferably restricted to professionally trained persons.

## II. GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS

School guidance counsellors are expected to devote a great deal of his/her time to counselling, just in the same way that a teacher in a school is employed to guide and stimulate students' learning, so also is a school counsellor employed to use his/her skills to assist students, to resolve their everyday problems or conflicts which have been, or may be, obstructing their search for learning (Ehigbor & Akinlosotu, 2018). These services are however tailored so that they can cater for the specific needs and problems for all categories of students. According to Busari (2012), guidance and counselling in secondary schools should focus on the suggested counselling procedure:

1. **Appraisal Service:** Involves the use of psychometric instruments to gather data on individuals to enable both the counsellor and the individuals concerned to understand themselves. Using the appropriate appraisal procedure using the test or non-test techniques, the individual can be opened-up to him. He is thus in a better position to understand his strengths and weaknesses, and consequently can make more realistic and effective choices
2. **Placement Service:** Refers to assistance given to an individual to make adjustment to the next stage of life development (Olayinka, 2012). In secondary school, student's placement may mean secondary adjustment in further education or adjustment in a job after secondary education. Placement therefore refers to the

next steps, either in Education pursuit or in pursuit of in vocational pursuit. Individuals need to be placed in Education or vocational field that relate to their interests, abilities and personalities.

3. **Referral Service:** This is the act of transferring an individual to another person or agency providing different kind of assistance. Referral is made for the purpose of specialized assistance (Suleiman, et al., 2019). Many referrals occur simply because the problem is beyond the scope of the services provided.
4. **Orientation Service:** This is provided to help students adjust better in any new environment. Many new students feel lost socially and psychologically because they no longer enjoy the psychological support of parents, friend and former teachers. Orientation service helps students to adjust during his critical transition period. The students are introduced to the physical plants, administrative setup, rules and regulations governing student conduct use of school facilities, teaching staff, and how the school guidance programme can serve their needs (Orewere, et al., 2020).
5. **Evaluation Service:** The entire guidance programme in the school is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. Unlike the other guidance services, evaluation is not a direct service to the student but to the entire guidance programme.
6. **Counselling Service:** Is a personalize dialogue or interview between the counsellor and counselee or client during which the client seeks expert assistance from the counsellor regarding the resolution of his problem. The counselling service is personalized in the sense that usually, the client has a personal problem which requires privacy and confidentiality for discussion with a help expert. Such concerns may include emotional problems, family problems, sexual difficulties, marriage issues and other psychological problems (Hammed & Muraina, 2016). The counselling service is the heart of guidance service and the most important central service of guidance.
7. **Information Service:** This aims at providing students with better knowledge of Education decisions. Such decision might include whether to go for further education or not, what institution to attend, what courses to offer, what elective to take, which social association to belong etc. The sources of information service include the local community, the national sources as well as source from outside the country.
8. **Follow-up Service:** This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme. The ultimate goal of follow-up and evaluation is to improve the programme

or make those adjustments that have been indicated by the beneficiaries of the programme as necessary. Individuals need to understand what is required in the situation they are placed. In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and school, how they are adjusting into their new environment. Follow-up service helps the staff to better understand and improve their curriculum and methods.

All these services are aimed at improving the academic standard of secondary school students; since the significant function of education is to help students identify and develop their potentialities. The counsellor's role therefore is to assist students using these services (i.e., appraisal, orientation, evaluation, placement, counselling, referral and follow-up services) to distribute students' energies into the many learning opportunities available to them in the school system; in order to ensure the achievement of students' personal, academic and vocational goals.

#### *Problems facing Guidance and Counselling in Secondary Schools*

It is well known that the reality of counselling services in Nigeria education has not matched expectations. Ngwakwe (2016) noted that more learning problems arise as more students go to school. She stated that the increase in the students' population has witnessed a rise in the incidence of juvenile delinquency, drug abuse, sex offences, students' unrest and violence. Researches, observations and experiences of school practitioners and scholars show that many schools do not have counsellors and where there are counsellors, the environment for carrying out their duties is less than empowering (Nwamuo & Ugwegbulam, 2011). School principals use counsellors to do non-counselling services. Some are made to teach, while others are required to carry out administrative functions.

Despite the Federal Government's recognition of the relevance of counselling services in schools, there are still many issues that negatively impact the effective implementation of guidance and counselling services in Nigerian schools. Scholars in the field of guidance and counselling, have a consensus opinion that challenges include but not limited to the following issues.

1. *Lack of proper counselling facilities and equipment in the school system:* Ojeme (2011) and Nwamuo and Ugwegbulam (2011) demonstrated that counsellors' needs are not being met satisfactorily for counsellors to effectively discharge their duties. Aishatu and Luka (2016) opined that effective counselling cannot take place in the schools even where there are professional counsellors, except needed counselling materials and tools are provided.
2. *Deployment of counsellors to perform non-counselling roles:* School authorities are known to use counsellors for non-counselling services. Nwamuo

and Ugwegbulam (2011) pointed out that school principals' administration is a hindrance to the effective implementation of guidance programmes. School principals preferred school counsellors to carry out non-counselling duties such as teaching, registration and scheduling of all new students and other routine administrative work at the detriment of their core counselling roles. The continuous deployment of school counsellors to non-counselling duties detracts from full complementary contributions of counsellors to the education of the child in the school system. This practice brings about low job satisfaction, professional frustration and abuse or misuse of school counsellors.

3. *High ratio of students to counsellors:* There is ample evidence that many schools do not have guidance counsellors and where they are available, it is usually not more than one or two in a large school (Nwamuo & Ugwegbulam, 2011; Ojeme, 2011). The insufficient availability of competent and professional counsellors in schools gives rise to teachers doing layperson's job of counselling students. In this circumstance, it is obvious that students are the losers.
4. *Insufficient training of professional counsellors themselves:* The curriculum for the training of counsellors in higher education is not of sufficient depth and scope to effectively provide learning experiences and knowledge to prepare counsellors for service. Ngwakwe (2016) noted that Nigerian counsellors seem to be inadequately trained to handle issues that cut across Education, vocational and personal social problems.
5. *Limited counselling period on the school timetable:* Over domination of the school curriculum space by academic work and other extra-curricular activities diminishes the time for students to interface with school counsellors.
6. *Lack of clarification of the role of school counsellors:* Some school counsellors have had unpleasant experiences because of this lack of counsellors' role clarification. Idowu (2004) noted that some school principals do not seem to properly understand the roles of counsellors while vice principals perceive them as rivals. In the same vein, Orameh (2014) observed that school counselling in Nigeria, appears to be immersed in controversy regarding the roles of school counsellors in the school system.
7. *School principals' low collaboration with school counsellors:* Studies related to the challenges of effective implementation of comprehensive school guidance and counselling programme and on critical incidents facilitating secondary school guidance counsellor-principal relationship in Edo and Delta States, have shown that some school principals are known to marginalize the school counsellors (Nwamuo & Ugwegbulam, 2011; Ojeme, 2019). This has posed a big challenge to the school counsellors as

the enabling support for school counsellor by the school principal, could influence to a large extent the effectiveness of the school counsellor.

8. Low level of continuing education for the school counsellors and occupational incentives by school management to enhance counsellors' job performance and satisfaction.

From the foregoing, it is obvious that challenges are numerous and difficult to overcome. A look at studies conducted on the topic area in schools all over the country and in some African countries reveal similar challenges. First, Agi (2013) investigated the status of guidance services in some secondary schools in Rivers State. Data analysis revealed guidance and counselling services in Rivers State are faced with many obstacles which jeopardize effective delivery of the services, thereby resulting in Education wastage instead of the expected quality outcome. Funds for provision of basic guidance services are lacking. Most of the vital counselling services needed for quality education are the least regularly performed in schools e.g., use of psychological tests and keeping of cumulative record folders. Only 18% of the schools sampled indicated that the objectives of the National Policy on education with respect to guidance and counselling services have been realized to some extent. If the stated objectives of Education in the National Policy on Education are to be achieved, the current status of guidance services needs to be reviewed and positive steps taken towards its improvement.

### III. ROLE OF AVAILABLE FACILITIES ON COUNSELLING SERVICES IN SECONDARY SCHOOLS

Nigeria is generally adjudged to have a long history of poor maintenance culture of public utilities (Ojo, 2013), with perhaps the exception of the colonial era when public facilities appeared to enjoy a reasonable measure of maintenance and were functional to a large extent. Since independence in 1960, many infrastructural facilities have been left unattended to in terms of regular services and repairs. These include roads, public buildings, stadia, hospitals, railway system, drainages, telecommunication, electricity and vehicles among others. These public facilities, equipment and assets according to Okotoni (2013) have often been neglected to deteriorate, and sometimes to a point of abandonment. The problem is all-pervasive, and the educational sector is not left out. Looking around public secondary schools in the country, there are several dilapidated buildings, abandoned school vehicles and other properties resulting from poor and inadequate maintenance.

Physical resources include land, buildings, equipment, machines, vehicles and other visible facilities required to run an organisation and, in the context of this study, to run schools. These resources according to Okotoni (2013) are very vital in the running of schools and, therefore, require effective and regular maintenance, which has become a key issue because no matter the amount of input into a system, without appropriate maintenance, the resources over time will depreciate, deteriorate, wear, tear and eventually break down. In other

words, the absence of effective and regular maintenance of available resources would invariably render them incapacitated, ineffective and useless (Ojo, 2013). Therefore, to get the best out of available resources, their constant, regular and prompt maintenance is a *sine-qua-non*, as this would prolong their life span as well as put them in good shape for maximum productivity.

In this context, the phrase school, educational, physical, infrastructural, instructional and academic facilities are used interchangeable. Asiabaka (2008) alluded that the school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. In the same vein, Lawanson and Gede (2011) postulated the types of facilities the school needs include instructional, recreational, residential and general – purpose. In this regard, when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces (Babatope, 2010) especially for guidance and counselling purpose.

Thus, the school counsellor should be given a standard office located in a place where privacy is possible. At least two rooms should be provided, the clerical staff room and the consulting room for counselling. The office should be modestly furnished and comfortable. According to Mogbo, Obumneke-Okeke and Anyachebelu (2011), the basic furniture provision expected in such an office are as follows; Bulletin Board or Notice Board, Bookshelves, Suggestion box for students to slot in their needs and concerns. Special cabinets for storing and retrieving students cumulative record folders. Filing cabinets for files. Audio-visual materials such as projectors, computers, radio and cassettes. Connection to internet facilities/school net. Computer Discs (CDs), empty tapes, desks and laptops.

A small library shelf with books, magazines, journals, newspapers and career/vocational information guides. This library holding should be relevant to guidance practice and current. Psychological tests such as scholastic, aptitude and intelligence tests, achievement and mental ability tests, interest, inventories to measure (expressed interest, manifest interest, tested interest and invented interest tests). Personality inventories for detecting normal and maladjusted personalities and self-concepts. Non-test instruments such as anecdotal records, observation and interview schedules and the personal data perform for getting information on students' background such as parents' status, salary education, nature of work and other relevant information. These material resources are listed in details, so that schools will make adequate budget provision for procurement of the materials. Other relevant records/documents that should be in the Counsellor's office are continuous assessment records for all classes. Proceedings and

communiqué of workshops, seminars, conferences and talks within the state and from other states.

However, as identified earlier that, facilities needed for the general teaching and learning process are often inadequate in most secondary schools in the country. Guidance and counselling functions are also not exempted from this. Most of the needed facilities for guidance and counselling services in secondary schools are either inadequate or totally absent causing a great hole in counsellors' discharge of their duties as a result of the lack of proper counselling facilities and equipment in the school system. In agreement, Ojeme (2011) and Nwamuo and Ugwegbulam (2011) demonstrated that counsellors' needs are not being met satisfactorily for counsellors to effectively discharge their duties. Aishatu and Luka (2016) also opined that effective counselling cannot take place in the schools even where there are professional counsellors, except needed counselling materials and tools such as school folders, modern counselling room, counselling posters and captions, psychological tests instruments, audio and visual materials for are provided.

#### IV. ROLE OF ADMINISTRATORS AND OTHER TEACHERS IN ENHANCING GUIDANCE AND COUNSELLING

##### *Services in Secondary Schools*

Administration is the process by which goals are achieved through collective and cooperative human efforts in a suitable environment like the school (Nwaham, 2011). Administration in the secondary schools will entail such administrative processes such as planning, organizing, coordinating, directing, recording and documentation, staffing and budgeting. In view of the above, Anho (2018) identified seven broad categories of administrative taskforces of the school administrator and states that the provision of guidance and counselling services is one of the component activities. Njoku and Okafor (2011) stated that the realization of human capital development depends on the pedagogic functions of the school and school guidance and counselling services rendered to learners in the school for effective and efficiency psychosocial and career development of young people. Anho (2018) identified and analysed guidance and counselling as one of the students' personnel support services in Nigerian universities. The purpose of establishing schools and the efforts of government, school managers, administrators, teachers/lecturers and parents/guardians would be in vain if the students are not adequately guided and counselled to receive maximum benefit from the teaching, instruction and other activities put up in the school especially the period of economic recession.

Guidance and counselling, is one of the administrative task areas. That is why relating guidance and counselling to administrative functions, Anho (2018), asserted that counselling is a clearing-oriented process which stresses more rational planning, problem solving, decision making, intentionality, prevention of severe adjustment problems and support for situational pressures arising in the everyday lives of

normal people (students). Guidance and counselling services becomes an important administrative function of educational system with the purpose to address the physical, emotional, social, vocational and academic needs and difficulties of pupils/students, thereby, complementing life in the classroom, the school and outside the school generally. Denga (2001), pointed out that goals of guidance and counselling services is to enable each learner in institutions of learning to device optimal educational benefits so as to actualize his/her potentials.

Effective administration of guidance and counselling services in the secondary schools in Adamawa State will however, demand the combination of all human efforts together with mobilization of material resources in order to accomplish this set target. But this is yet to be accomplished in the secondary schools in Adamawa State as a result of some administrative factors. School administrators seem not to show much effort in tackling the problems as evidenced by their poor handling of the school facilities (Takwate, 2018) and other school materials. Mushaandja, Haihambo, Vergnani and Elzan (2013) noted that school counsellors are often not given adequate support by the school administrators and teachers. They attributed this to insufficient information on guidance and counselling services from the part of the counsellors as well as administrators. Kebeya (2016) pointed out that a good administrator has to appreciate and support the activities of guidance and counselling personnel available by providing them with the materials they required and help them to develop good working relationships with learners for the growth of guidance and counselling programmes in the schools.

One of the goals of school guidance and counselling is self-directive and self-realization. Given the importance of these guidance and counselling services towards human personality development, yet, their administration in the secondary schools suffers a lot of difficulties and dilemmas. There are even instances where school principals and other officials wanted guidance and counselling programmes to focus on education related issues like study skills, discipline and late coming (Yirgalem, 2013); thereby ignoring the social and career function of counselling. However, different stakeholders (school administrators, teachers, parents, students, and other interested groups) may have different opinions about the appropriate work of counsellors. Teachers perceive counsellors' roles within the education system based on their encounters with counsellors. Joy, Hesson and Harris (2011) asserted that teachers were generally satisfied with counselling services, although their level of satisfaction varied across grade levels and depended on the specific area provided by the school counsellors. Some teachers often view the school counsellor as someone who provides services and relevant information to students. In addition, Joy et al. (2011) further asserted that administrators viewed counsellors as being involved in consultation on referrals and other specific administrative duties. Administrators and other teachers therefore assist counsellors in the following areas: (a) counselling, (b) orientation of new students, (c) information collection on

students during career awareness programs, (d) referring students with academic issues to counsellors, (e) assisting counsellors in conducting follow-up, and (f) arranging and being present in meetings with parents to discuss issues affecting their students.

## V. CONCLUSION

Effective administration of guidance and counselling services in secondary schools in Adamawa State will demand the combination of all human efforts together with mobilization of material resources in order to accomplish the set target.

## VI. RECOMMENDATIONS

The government should employ Guidance Counsellors and post them to all the secondary schools in the state so as to render help to students to achieve their desired life goals. Government should provide possible solutions to the challenges of guidance and counselling services in secondary schools.

School guidance counsellors are expected to devote a great deal of his/her time to counselling, just in the same way that a teacher in a school is employed to guide and stimulate students' learning, so also is a school counsellor employed to use his/her skills to assist students, to resolve their everyday problems or conflicts which have been, or may be, obstructing their search for learning .

Principals of schools should give support to counsellors by providing the materials and facilities to school counsellors for effectiveness; and they should also not engage counsellors in teaching. Rather school counsellors should engage in helping the students with counselling services that can enhance their future.

## REFERENCES

- [1] Agi, C. W. (2014). Evaluation of students' perception of school counselling and their attitudes toward its programmes. *Arabian Journal of Business and Management Review*, 2(5), 103-110.
- [2] Aishatu, H. H., & Luka, E. R. P. (2016). An analysis of the roles of counselling philosophy in conflict resolutions in Nigeria. In A. A. Adegoke, O. Aluede, & G. Eweniyi (Eds.), *Critical essays in guidance and counselling for Nigerian Counsellors* (pp. 95-104). Awka, Nigeria: Counselling Association of Nigeria.
- [3] Anho, J. E. (2018). The administrative impact of guidance and counselling student's personnel support services on higher educational institutions in Delta state in the period of economic recession. *Journal of Education and Practice*, 9(17), 132-140.
- [4] Asiabaka, I. P. (2008). The need for effective facility management in schools in Nigeria. *New York Science Journal*, 1(2), 10 – 21.
- [5] Babatope, B. A. (2010). Problems of facilities in South-West Nigeria universities and the way forward. *Journal of Educational Administration and Planning Studies*, 2(2), 39 – 43.
- [6] Busari, A. O. (2012). *Essential guidance and counselling practices*. Ibadan: Gbemisola Multiservice Publisher.
- [7] Denga, D. I. (2011). *Guidance and counselling in schools and non-school settings* (3<sup>rd</sup> ed.). Port Harcourt. Double Diamond Publication.
- [8] Egbo, J. O. E. (2015). Guidance and counselling: a creativity for promoting sustainable well-being and adjustment of secondary school students in Nigeria. *British Journal of Education*, 3(10), 49-57.
- [9] Ehigbor, B. O. & Akinlosotu, N. T. (2018). Assessment of the effectiveness of school guidance services as perceived by secondary

- school principals in Edo State, Nigeria. *International Journal of Research - Granthaalayah*, 6(9), 105-115.
- [10] Fareo, D. O. (2020). History and development of guidance and counselling in Nigerian Education system: The bottlenecks. *International Journal of Research and Scientific Innovation (IJRSI)*, 7(1), 168-172.
- [11] Hamed, A & Muraina, K. O. (2016). Influence of test phobia on examination success: Implications for counselling. *Academic Journal of Counselling and Educational Psychology (AJCEP)*, 2, 100-106.
- [12] Idowu, A. I. (2004). Guidance and counselling. An overview. In A. I. Idowu (Ed.), *Guidance and counselling in education*. Ilorin, Nigeria: Indemac Publishers, 118-125.
- [13] Joy, R. M., Hesson, J. B. & Harris, G. E. (2011). Pre-service teacher perception of school counsellor responsibilities. *Canadian Journal of Counselling and Psychotherapy*, 45(4), 386-405.
- [14] Kebeya, D. O. (2016). Guidance and counselling services in public primary schools in Kisumu District. (Unpublished Master's Thesis: Maseno University).
- [15] Lawanson, O. A. & Gede, N. T. (2011). Provision and management of school facilities for the implementation of UBE programme. *Journal of Education and Social Research*, 1(4), 35 – 45.
- [16] Mikaye, O. D. (2015). Influence of guidance and counselling on students' discipline in public secondary schools in Edo State. Retrieved online on the 23<sup>rd</sup> December, 2021 from <http://cees.uonbi.ac.ke/sites/default/files/cees/influenceofguidanceandcounsellingonstudentdiscipline>.
- [17] Mogbo, I. N., Obumneke-Okeke, I. M. & Anyachebelu, F. E. (2011). Implementation of guidance and counselling services in Nigerian schools. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2(5), 361-264
- [18] Mushaandja, J., Haihambo, C., Vergnani, T. & Elzan, F. (2013). Major challenges facing teacher counsellors in schools in Namibia. *Education Journal*, 2(3), 77-84.
- [19] Ngwakwe, C. (2016). The need to integrate guidance and counselling services in secondary schools. *The Counsellor*, 35, 323-334.
- [20] Njoku, O. C. & Okafor, N. C. (2011). Educational for human capital development: Implication for school guidance and counselling services. *Nigerian Journal of Education Research and Evaluation*, 10(1), 47.
- [21] Nwaham, C. O. (2011). *School administration and supervision of instruction in Nigeria*, revised and enlarged edition. Agbor, Delta: Progress Printing Associates.
- [22] Nwamuo, P. A. & Ugwegbulam, C. N. (2011). Challenges of effective implementation of comprehensive school guidance and counselling programme. *The Counsellor*, 30, 73-84.
- [23] Nwokolo, C., Anyamene, A., Oraegbunam, N., Anyachebelu, E., Okoye, A. & Obineli, A. (2010). Access to academic advising and counselling of pupils in public primary schools in South East, Nigeria. *Literacy Information and Computer Education Journal (LICEJ)*, 1(2), 131-134.
- [24] Ojeme, A. I. (2011). Critical incidents facilitating secondary school guidance counsellor- principal relationship in Edo and Delta States. (Unpublished doctoral dissertation: University of Benin, Benin City).
- [25] Ojeme, A. I. (2019). Commentary: The challenges and future directions of school-based counselling in Nigeria. *Journal of School-Based Counselling Policy and Evaluation*, 1(2), 27-33.
- [26] Ojo, J. (2013). Nigerians' legendary lack of maintenance culture. *Punch* [www.punchng.com/opinion/Nigerians-legendary-lack-of-maintenance-culture/](http://www.punchng.com/opinion/Nigerians-legendary-lack-of-maintenance-culture/)
- [27] Okotoni, C. A. (2013). Physical resource maintenance in public secondary schools in South-western Nigeria: Leadership quandary in effective management. *Ife Journal of the Humanities and Social Studies (IJOHUSS)*, 1(2), 31 – 39.
- [28] Olayinka, G. R. (2012). *Counselling efficacy and extraversion as correlates of employees' work attitudes*. Ile-Ife, Nigeria: Obafemi Awolowo University Press.
- [29] Orameh, E. U. (2014). Boundaries in school counselling: Conceptual, theoretical, and risk-management dimensions. *The Counsellor*, 33, 141-150.
- [30] Orewere, E., Ogenyi R. A. & Ojochogu, D. (2020). The effect of guidance and counselling services on students' career choice in selected secondary schools of Jos Metropolis. *International Journal of Education and Evaluation*, 6(1), 34-42.
- [31] Ribadu, R. A. (2021). Effects of guidance and counselling services in senior secondary schools. *International Journal of Innovative Psychology & Social Development*, 9(3), 111-117.
- [32] Sani, S. (2014). *Understanding guidance and counselling*. Zaria: ABU, Press Ltd.
- [33] Suleiman, Y., Olanrewaju, M. K. & Suleiman, J. M. (2019). Improving guidance and counselling services for effective service delivery in Nigerian secondary schools: Implications for stakeholders in education. *Journal of Multicultural Studies in Guidance and Counselling*, 3(1), 75-89.
- [34] Takwate, K. T. (2018). Planning, allocative and administrative efficiency of school facilities management as correlates of academic performance of senior secondary school students in Adamawa State, Nigeria. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1(3), 114-125.
- [35] Yirgalem, A. (2013). Assessment of the provisions of guidance and counselling services in secondary schools of East Harerge Zone and Hareri Region, Ethiopia. *Middle Eastern & African Journal of Educational Research*, 2(6), 28-37.