

Roles of School Counsellors in Addressing Factors Responsible for Political Reconstruction in Nigeria

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ABSTRACT

This study investigated the roles of school counsellors in addressing factors responsible for political reconstruction in Nigeria. A descriptive research design was adopted for the study was descriptive survey. A purposive sampling technique was employed to select a total of fifty-two (52) school counsellors in Ondo West Local Government Area. The research instrument used was a structured questionnaire titled “roles of school counsellors in addressing factors responsible for political reconstruction” with reliability co-efficient of 0.84 and well established validity. Two research questions were raised and six research hypotheses were tested at 0.05 alpha level of significance. The data was analysed using frequency count and percentage, mean, t-test and Analysis of Variance (ANOVA). The findings revealed that factors responsible for political reconstruction in Nigeria involve bad governance, corruption, election rigging etc. The school counsellors’ roles in addressing factors responsible for political reconstruction in Nigeria include organizing seminars/workshops on how to tackle contemporary issues, inculcating conflict resolution skills, encouraging the youth to indulge in politics with the motives of making positive impact, rehabilitating the restive youth, reinforcing socially-acceptable behaviours among in-school adolescents etc. The study also revealed that there was no significant difference in the roles of school counsellors in addressing factors responsible for political reconstruction based on respondents’ gender, age and qualification. The study concluded that factors responsible for political reconstruction are prevalent in Nigeria. It is therefore, recommended that the school counsellors should organize seminars and workshops on how to checkmate factors responsible for political reconstruction in Nigeria.

Keywords: Professional counsellors, roles, factors, political reconstruction, Nigeria

INTRODUCTION

Over the years, Nigeria has been experiencing various forms of political issues which are disheartening and traumatic. Nigeria encountered multidimensional security threats, which included politically motivated bombings, assassinations of highly placed persons, insurgencies, terror acts, abductions, armed robberies, road and air crashes, fire outbreaks, communal clashes, particularly between farmers and herders, and ethno-religious conflict (Yagbojaju, 2016b). The “petroleum-rich” Nigerian state, confronted by sociopolitical instability, high degree of corruption, mass hostility to the “public,” and poor macroeconomic management, continue to display the attributes of a state in crisis (Akinola, 2008 in Yagboju & Akinola, 2019). Over the decades, there has been a recurrent and sustained argument that Nigeria underperforms due to inability to deal with the contemporary complexities of governance. Without doubt, the Nigerian state stood in between exhibiting attributes of state collapse and state failure (Yagboju & Akinola, 2019).

Scholars have persistently reinforced the security-development nexus (Yagboju & Akinola, 2019). According to Mimiko (2010) in Yagboju & Akinola, (2019), the Nigerian state has degenerated to the point where it is unable to provide minimal social security for its vulnerable population. Without security, other socioeconomic goals are unattainable. Shanum (2013) argues that:

“No nation can enjoy lasting peace if her citizens live in abject poverty particularly if that nation is acknowledged as having the ability and substantial means to provide development and guarantee a good standard of living. Unfortunately, that is the tale of Nigeria. It is a tale of poor governance, insecurity and poverty in the midst of plenty”.

No wonder, evident poor governance led to the categorization of Nigeria among “the 19 poorest, unhappiest, unhealthiest, and most dangerous nations in the world” (“National Assembly’s Amendment of CCB Act Cannot Stand,” 2016).

Attempting to address the issues therefore, calls for political reconstruction. According to Cambridge Dictionary (2023), reconstruction is the process of building or creating something again that has been damaged or destroyed. Political reconstruction involves the process of rebuilding and reorganizing a country’s political and governance structures following periods of conflict, upheaval, or regime change. It often includes constitutional reforms, institution-building, transitional justice mechanisms, and efforts to establish a stable and legitimate government. Meanwhile, nationalism is a strong sense of identity, pride, and loyalty that individuals feel towards their nation or ethnic group. It can manifest in various forms, including cultural, ethnic, and political nationalism. Nationalism often emphasizes shared history, culture, language, and values among a group of people. While nationalism can be a unifying force that fosters a sense of belonging and cohesion. Nevertheless, the negative aspects of nationalism such as exclusion and division; conflict and authoritarianism, has negative impacts on political reconstruction. Sometimes, nationalism can be manipulated by leaders to consolidate power, suppress dissent, and undermine democratic institutions. So, Nationalism can influence and be influenced by the process of political reconstruction. When harnessed positively, nationalism can contribute to a collective effort to rebuild a country after periods of turmoil. However, it requires careful consideration and management to ensure that it supports inclusive political reconstruction and does not exacerbate tensions or divisions within society. At this juncture, counseling is of paramount importance.

Counselling as a positive change agent, no doubt, can restructure the mindset of the citizens especially the youth against all forms of political challenges. Umar (2013) identified the importance of utilizing guidance and counselling (G/C) services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security as one that involves: helping youths to deal with real life issues that affects their lives and society in general; preparing youths for adulthood; inculcating in youths the spirit of unity, nationality and patriotism; preparing youths for effective adult life that cherishes and promotes harmonious relationship among members of the society so that they will enter into adulthood with skills necessary to prevent conflict peacefully; instilling in youth appropriate value and skills in order to enhance their moral development; equip youths with the knowledge and skills that will help bring about peace through better understanding; and inculcating into youths such value like compassion, integrity, hope, justice, unity, gender fairness, caring for life, sharing, reconciliation and active non-violence.

Counselors assist in building and supporting democracy by contributing to the mental and emotional well-being of individuals and communities as it has been realized that democracy is not just about political processes but also about creating a society where individuals can freely express themselves, engage in civic participation, and make informed decisions. By addressing the psychological and emotional aspects of democracy, counselors contribute to creating a society where citizens are better equipped to engage actively, respectfully, and responsibly in democratic processes.

Thus, the professional counselors play a significant role in the process of political reconstruction, especially in post-conflict or transitional periods. Their expertise in psychology, social dynamics, and conflict resolution can contribute to healing, reconciliation, and the establishment of stable and inclusive societies.

Professional Counsellor’s Role in Achieving Political Reconstruction

Ways by which counselors can contribute to political reconstruction include:

1. **Conflict Resolution and Mediation:** Counselors can facilitate dialogue and mediation between different groups and factions that may have been in conflict. They can help promote understanding, empathy, and cooperation, which are essential for building trust and achieving reconciliation.
2. **Community Building and Social Cohesion:** Counselors can assist in creating safe spaces for dialogue and collaboration, where community members can come together to address their concerns, share their experiences, and work towards common goals. This can help rebuild social bonds and promote a sense of belonging.
3. **Promotion of Inclusivity and Tolerance:** Counselors can play a role in promoting inclusivity and tolerance within society. They can work to counter stereotypes, prejudices, and discriminatory attitudes that may have been exacerbated during times of conflict, and promote a culture of respect for diversity.
4. **Support for Transitional Justice Processes:** Transitional justice mechanisms, such as truth and reconciliation commissions, often require psychological support for victims, witnesses, and perpetrators. Counselors can help individuals navigate the complex emotions and experiences associated with participating in these processes.
5. **Youth Engagement and Empowerment:** Counselors can work with young people, who are often disproportionately affected by conflicts and political instability. They can provide guidance, mentorship, and skills development, empowering youth to become active and constructive participants in the reconstruction process.
6. **Capacity Building:** Counselors can train local leaders, community members, and grassroots organizations in conflict resolution, communication, and trauma-informed approaches. This helps build local capacity to address ongoing challenges and prevent future conflicts.
7. **Advocacy for Mental Health Support and Well-being as well as Trauma Healing:** Counselors can advocate for the inclusion of mental health and well-being as integral components of political reconstruction efforts. In addition, counselors are trained to address trauma and provide mental health support to individuals and communities affected by conflict, violence, displacement, and other forms of upheaval. Their interventions can help individuals cope with psychological distress, manage emotions, and work towards healing and recovery. They can work with policymakers to ensure that the psychological needs of individuals and communities are considered in reconstruction plans.
8. **Prevention of Recurrence of Conflict:** By addressing underlying psychological and social factors that contribute to conflicts, counselors can contribute to preventing the recurrence of violence and instability in the future.

Counselors' roles in political reconstruction often require collaboration with other stakeholders, including, teachers, school administrators, government agencies, non-governmental organizations, international bodies, and local communities. Counsellors' work is part of a holistic approach to rebuilding societies and creating conditions for lasting peace and stability. According to Idzua and Anande (2012), counsellors can restructure thought pattern of the upcoming youths by discouraging sectionalism, violence and disintegration. Thus, professional counselors have great roles to play in employing counseling approaches to checkmate political crises and achieve political reconstruction.

Statement of the Problem

Nigeria's experiences in politics have been quite traumatic, excruciating and challenging which are characterized by coups detat and counter coups, a civil war, annulment of the freest and fairest elections, social and economic strangulating policies and bad leadership, endemic corruption and grinding poverty, acute unemployment, religious intolerance, hostage taking, militancy and terrorist attacks on innocent citizens (Ayeni, & Adeleye, 2013). These political problems and many more have not only impacted negatively on Nigeria's development. Considering these factors, there is the urgent need for a radical political change in all spheres of the nation. Therefore, there is the need for political reconstruction in Nigeria. It is in view of this, that the researchers consider counseling as an effective approach for political reconstruction in Nigeria.

Professional counsellors are in the position of using counseling strategies to tackle the political problems in Nigeria in order to reconstruct politics in Nigeria.

Research Questions

1. What are the factors responsible for political reconstruction in Nigeria?
2. What are the roles of school counsellors in addressing political reconstruction in Nigeria?

Research Hypotheses

1. There is no significant difference in the factors responsible for political reconstruction in Nigeria based on gender.
2. There is no significant difference in the roles of school counsellors in addressing factors responsible for political reconstruction in Nigeria based on gender.
3. There is no significant difference in the factors responsible for political reconstruction in Nigeria based on respondents' age.
4. There is no significant difference in the roles of school counsellors in addressing factors responsible for political reconstruction in Nigeria based on respondents' age.
5. There is no significant difference in the factors responsible for political reconstruction in Nigeria based on qualification.
6. There is no significant difference in the roles of school counsellors in addressing factors responsible for political reconstruction in Nigeria based on qualification

RESEARCH METHODOLOGY

The study adopted descriptive survey to investigate the roles of the school counselors in addressing factors responsible for political reconstruction in Nigeria. The population for this study consists of all professional counselors in Ondo West Local Government Area. The sample size of this study is a total of 52 school counsellors using purposive sampling technique. The research instrument used for the study was a structured questionnaire designed by the researchers for data collection. The questionnaire was tagged "the roles of the school counsellors in addressing factors responsible for political reconstruction" which consisted of three sections: A, B and C. Section A sought for personal information from the respondents; Section B contained number of items to elicit information on factors responsible for political reconstruction in Nigeria while Section C comprised number of items to elicit information on school counsellors' roles in addressing political reconstruction in Nigeria. The instrument was structured on a four-point like rt scale responses made of strongly agree; agree; disagree and strongly disagree respectively. The instrument was validated by three experts in the department of Educational Psychology to ascertain the face and content validity. Some questions were reconstructed, while some were deleted. A reliability co-efficient of 0.84 was established for the instrument using test-retest method. The statistical tools adopted for the study include frequency count and percentage, mean, standard deviation, t-test and ANOVA.

RESULTS

Demographic Analysis of the Sample Population.

Table 1: Statistical table showing the number of the respondents

Gender	Frequency	%	Cumulative %
Females	28	53.8	53.8
Male	24	46.2	100

Total	52	100	
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Table 1 shows that 28 females which is 53.8% and 24 males which is 46.2% responded to the questionnaire which summed up to 52 respondents in total (100%)

Table 2: Statistical table showing the age distribution of respondents

Age range	Frequency	%	Cumulative %
40 years and below	43	82.7	82.7
41 – 50 years	3	5.8	88.5
51 years and above	6	11.5	100
Total	52	100	

The table 2 show there are 43 respondents who’s age range fall between 40years and below, 3 respondents whose age is within the range of 41 to 50 years and 6 respondent’s fall between 51years and above making a sum of 52 respondents with a percentage of 82.7%, 5.8% and 11.% reactively

Table 3: Statistical table showing the religion of respondents

Religion	Frequency	%	Cumulative %
Christianity	44	84.6	84.6
Islam	8	15.4	100
Total	52	100	

The above statistical table shows that the population sample consists of 44 christians and 8 Muslim with a percentage of 84.6% and 15.4% respectively and sum up to 52 respondents (100%)

Table 4: Statistical Distribution base on Qualification

<i>Qualifications</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative %</i>
Bachelor’s Degree	40	76.9	76.9
Masters Degree	3	5.8	82.7
Ph.D	9	17.3	100.0
Total	52	100.0	

Table 4 shows that 40 respondents (representing 76.9%) has bachelor’s degree, 3 respondents (representing 5.8%) had acquire masters degree and 9 respondents (representing 17.3%) which makes a total of 52 respondents (100%) participated in the study

Research Question 1: What are the factors responsible for political reconstruction in Nigeria?

Table 5: Mean and Rank order analysis on factors responsible for political reconstruction in Nigeria.

Item No	Factors responsible for political reconstruction include:	Mean	Rank
1	Poor leadership and bad governance	3.01	1 st
2	Corruption in all sectors	3	2 nd
9	Election rigging	2.98	3 rd
3	Insecurity	2.96	4 th
5	Compromising the rule of law	2.94	5 th
15	Godfatherism	2.86	6 th
12	Political apathy	2.88	7 th
6	Economic downturn	2.8	8 th
10	Youth restiveness	2.77	9 th
7	Terrorism	2.73	10 th
4	Tribalism	2.72	11 th
8	Endless kidnapping	2.71	12 th
11	Religion Crisis	2.66	13 th
14	Unemployment	2.62	14 th
13	Socio-political instability	2.6	15 th

Table 5 is showing the mean and ranking of the factor responsible for political reconstruction in Nigeria. It is revealed that the that poor leadership and bad governance which ranked 1st, corruption in all sectors with 2nd position election rigging (ranking 3rd), insecurity (ranking 5th). Other factors responsible for political reconstruction in Nigeria include compromising the rule of law, godfatherism, unemployment, political apathy etc

Research Question 2: What are the roles of school counsellors in addressing political reconstruction in Nigeria?

Table 6: Mean and Rank order analysis on school counsellors' roles in addressing factors responsible for political reconstruction in Nigeria

Item No.	Professional Counsellors' roles for Political Reconstruction include:	Mean	Rank
11	Reorientation of the populace against corruption	2.97	1 st
13	Modifying people's behaviour against the poverty mindset of money politics	2.9	2 nd
1	Organising seminar/workshop on how to tackle contemporary issues	2.88	3 rd
8	Organizing career guidance and career exploration activities for peace and national security	2.73	4 th
14	enlightening the populace on preventive measures for kidnapping and other social vices.	2.72	5 th
15	Organising programmes that build the consciousness for good citizenship, peaceful coexistence and respect for life.	2.7	6 th

10	Introducing programmes designed for the management of crises and other social issues as it affect peoples‘ lives.	2.68	7 th
6	Reinforcing good and socially-acceptable behaviours	2.66	8 th
	among in-school adolescents		
9	community counselling for awareness and attainment of uniform goals	2.63	9 th
4	Training people on assertiveness to checkmate maladaptive behaviours	2.61	10 th
2	Inculcating conflict resolution skills in individuals.	2.6	11 th
3	Motivating the youth to indulge in politics with the motives of making positive impact.	2.59	12 th
7	encouraging the spirit of tolerance among various ethnic groups	2.57	13 th
12	Teaching the public on religion harmony	2.56	14 th
5	Rehabilitating the restive youth	2.54	15 th

Table 6 is showing the mean and the ranking of the responsibilities of school Counsellors in addressing the factors responsible political reconstruction in Nigeria. According to the table, reorientation of the populace against corruption, modification of people’s behaviour against poverty mindset, organisation of seminars/workshop on how to tackle contemporary issues, Career guidance and career exploration activities for peace and national security, enlightening the populace on preventive measures for kidnapping and other social vices, organising programmes that build the consciousness for good citizenship, peaceful coexistence and respect for life which rank 1st to 5th respectively are responsibilities of school counsellors that most respondents agreed to. Other roles of school counselor in addressing factors responsible political reconstruction in Nigeria include organising programmes that build the consciousness for good citizenship, peaceful coexistence and respect for life, encouraging the spirit of tolerance among various ethnic groups, introducing programmes designed for the management of cries and other social issues as it affects peoples’ lives

Hypothesis 1: there is no significant difference in the factors responsible for political reconstruction in Nigeria based on gender

Table 7: Independent t-test showing the difference in the factors responsible for political reconstruction in Nigeria based on gender

Variable	Gender	N	Mean	SD	df	Cal. t	Cri. t	P
Factors responsible for political reconstruction in Nigeria	Female	28	33.8571	10.64830	50	-0.096	2.009	>.05
	Male	24	34.1250	9.36373				

From table 7, it can be deduced that females are 28 (mean = 33.8571 and standard deviation = 10.64830 while male are 24 (mean = 34.1250 and standard deviation of 9.36373). The t-value is 0.096 and the t-critical is 2.009. since the calculated t-value is less than the critical value it implies that there is no significant difference in the factors responsible for political reconstruction in Nigeria based on gender at 0.05 level of significance. Therefore, the null hypothesis is accepted

Hypothesis 2: There is no significant difference in the school counsellors’ roles in addressing factors responsible for political reconstruction in Nigeria based on gender.

Table 8: Independent t-test showing the difference in the roles of school Counsellors in addressing factors responsible for political reconstruction

Variable	Gender	N	Mean	SD	df	Cal t	Crit t	P
Roles of school counselors in addressing factors responsible for political Reconstruction	Female	28	33.1786	10.56568	50	0.861	2.009	>.05
	Male	24	30.6667	10.39928				

Table 8 presentation shows that female = 28 with a mean score of 33.1786 and a standard deviation of 10.56568 while male = 24, mean = 30.6667 and Standard deviation= 10.39928. The calculated t-value is 0.861 and the crit. t = 2.009 according to t-table. Therefore, it can be inferred that at 0.05 level of significance, there is no significant difference in the roles of the school Counsellors in addressing the factors responsible for political reconstruction. This implies that the null hypothesis is accepted

Hypothesis 3: There is no significant difference in the factors responsible for political reconstruction in Nigeria based on age.

Table 9: ANOVA table showing the variance among factors responsible for political reconstruction based on age

Age	N	Mean	Std Dev.		df	MS	F	Sig.	P-value
40 years & below	43	33.4419	10.39071	Between Groups	2	82.771	0.825	0.444	>.05
41 – 50 years	3	32.0000	10.53565	Within Groups	49	100.274			
51 years above	6	38.8333	5.60060						

Table 9 is showing that people whose age fall within 40 – below are 43 in number, mean 33.4419, standard deviation = 10.39071. Age 41- 50 are 3, mean = 32, and standard deviation = 10.53565. 51years and above are 6, mean = 38.8333 and standard deviation of 5.60060. The F-value = 0.825. The P-value is > .05, which means there is no significant difference in the factors responsible for political reconstruction in Nigeria based on age therefore, the null hypothesis is accepted.

Hypothesis 4: There is no significant difference in the school counsellors roles in addressing factors responsible for political reconstruction in Nigeria based on age.

Table 10: ANOVA table showing the variance in the school counsellors’ roles in addressing factors responsible for political reconstruction in Nigeria based on age.

Age	N	Mean	Std Dev.		df	Mean Square	F	Sig.	P – value
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40 years & below	43	30.8605	10.35462	Between Groups	2	177.909	1.668	0.199	>.05
41 – 50 years	3	35.3333	15.88500	Within Groups	49	106.677			
51 years above	6	38.6667	6.62319	Total	51				

Table 10 is showing that people whose age falls within 40-below are 43 in number with mean score 30.8605 and standard deviation = 10.35462. Age 41-50 are 3, mean= 5.3333, and standard deviation = 15.88500 and 51years and above are 6, mean = 38.6667 and standard deviation of 6.62319. The F-value = 0.825 at 0.05 level of significance, the P-value is >.05, which means there is no significant difference in the roles of school Counsellors in addressing the factors responsible for political reconstruction in Nigeria based on age therefore, the null hypothesis is accepted.

Hypothesis 5: There is no significant difference in the factors responsible for political reconstruction in Nigeria based on qualification.

Table 11: ANOVA table showing the variance in the factors responsible for political reconstruction in Nigeria base on qualifications

<i>Qualifications</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SS</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>p-value</i>
Bachelor’s Degree	40	32.80	9.81	Between Groups	2	183.18	1.905	0.160	>.05
Masters Degree	3	32.33	11.68	Within Groups	49	96.18			
Ph.D	9	39.78	9.27						

Table 11 showed that 40 of the respondents are Bachelor’s degree holders (mean = 33.80 and SD = 9.81), 3 of the respondents are Master degree holders (mean = 32.33 and SD = 11.68) and Ph.D holders are 9 (mean= 39.78 and SD = 9.27). The F-value is 1.905 and sig = 0.160. Since the P-value is greater than 0.05, it implied that there is no significant difference in the factors responsible for political reconstruction in Nigeria based on qualifications. In this case the null hypothesis is accepted.

Hypothesis 6: There is no significant difference in the school counsellors roles in addressing factors responsible for political reconstruction in the 21st century Nigeria based on qualification.

Table 12: ANOVA table showing the variance in the responsibilities of school Counsellors roles in addressing factors responsible for political reconstruction in the 21st century Nigeria based on qualifications

<i>Qualifications</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SS</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>P-value</i>

Bachelor's Degree	40	30.95	10.31	Between Groups Within Groups	2	224.43	2.142	0.128	>.05
Masters Degree	3	27.67	15.14		49	104.78			
Ph.D	9	38.22	8.15						

Table 12 revealed that 40 of the respondents are Bachelor's degree holders (mean = 33.95 and SD = 10.31), 3 of the respondents are Master degree holders (mean = 27.67 and SD = 15.14) and Ph.D holders are 9 (mean= 38.22 and SD = 8.15). The F-value is 2.142 and sig = 0.128. Knowing that the P-value is > 0.05 therefore, there is no significant difference in the factors responsible for political reconstruction in Nigeria based on qualifications. In this case the null hypothesis is accepted.

DISCUSSION OF FINDINGS

Research question 1 revealed that factors responsible for political reconstruction in Nigeria involve bad governance, corruption, election rigging, god-fatherism, endless kidnapping, economic downturn, religion crises among others. This is in line with the study of Nwafor 2011 which asserted that Nigeria has been experiencing annulment of the freest and fairest elections, social and economic strangulating policies and bad leadership, endemic corruption and grinding poverty, acute unemployment, religious intolerance, hostage taking, militancy and terrorist attacks on innocent citizens. Osamwonyi (2016) in his study, also identified regionalism, poverty, lack of education, ignorance, uneven economic development, the undermining of the ethos of justices and equality for all Nigerians, constitutional weakness, quality of the political class, ethnicity, manipulation of religion, issues of fair and just political representation, sectionalism, lack of historical consciousness and patriotism, gross economic mismanagement and corruption, greed, prevailing cultural conditions.

Research question 2 showed that the school counsellors' roles in addressing factors responsible for political reconstruction in Nigeria include reorientation of the populace against corruption, organizing seminars/workshops on how to tackle contemporary issues, organizing career guidance and career exploration activities for peace and national security, skills, encouraging the youth to indulge in politics with the motives of making positive impact, modifying people's behaviour against the poverty mindset of money politics, rehabilitating the restive youth, reinforcing socially-acceptable behaviours among in-school adolescents etc This is in line with the study of

Hypotheses 3, 4 and 6 showed that there were no significant differences in the roles of school counsellors in addressing the factors responsible political reconstruction in Nigeria based on gender, age and qualification respectively. The possible explanation for this could be due to the fact that school counsellors based their practices on the professional ethics of counselling, in which there are similarities in the roles discharged by the school counsellors regardless of their gender, age and qualification.

CONCLUSION

The study revealed political insecurity, instability, corruption and tension of all sorts need a political reconstruction in the nation. The principal tool for effective and positive change, no doubt, is counselling. The roles of counselors as an agent of positive change include organizing seminars/workshops on how to tackle contemporary issues; inculcating conflict resolution skills in individuals; motivating the youth to indulge in politics with the motives of making positive impact and organizing programmes that build the consciousness for good citizenships, peaceful coexistence and respect for life.

RECOMMENDATIONS

1. Professional school counselors should focus attention on equipping students with skills and capabilities of becoming responsible future leaders. So, professional counselors should lay emphasis on civic consciousness and volunteerism so as to build a democratic, just and human society. Counselling service makes provision for individuals to inculcate the spirit of consciousness, tolerance in the face of provocation, political socialization, self-reliance, and trust for leaders in authority.
2. It is obvious that politician have always tempted to form a class of elites to separate themselves from the larger society. Where this happens, there must be need for proper guidance and counselling for them through political education and adequate enlightenment campaign that would effect a total transformation in their character and attitudes so that they would realize that power belongs to the people and they have a right to determine their destiny. Political leadership demands sound educational training, administrative skills and competence and managerial acumen that are virtues which can be acquired from systematic guidance and counselling programmes through training in seminars, workshops and conferences.
3. Curriculum can be used as a tool for promoting social change and addressing societal issues. There the educators and curriculum planners should incorporate topics related to social justice, human rights, and environmental sustainability in the curriculum so as to help raise awareness, challenge stereotypes, and inspire students to be active agents of positive change in their communities.
4. Teachers should teach good governance to checkmate corruption, dictatorship and policking. They should also embrace the teaching of democratic values in general. The curriculum is often designed to reflect and promote democratic values such as freedom of thought, speech, and expression, as well as tolerance, respect for diversity, and the protection of individual rights. The curriculum should aim to educate citizens who are informed, engaged, and capable of participating in a democratic society. It may include subjects like civic education, history, political science, and social studies that help students understand the principles and workings of democracy.
5. School counselors should collaborate with teachers and other school personnel to assist students possess the desirable values with which to restructure Nigeria.
6. School counsellors should enlighten the students on the need for political reconstruction in Nigeria. Seminars and workshops should be organized by counsellors in collaboration with the government, Non-Governmental Organizations and other stakeholders in order to discuss and tackle contemporary issues confronting Nigeria's political system.
7. Counselling Association (CASSON) should visit areas of national crisis in order to provide counseling services. It is the roles of the counsellors to inculcating conflict resolution skills in individuals and organize programmes that build the consciousness for good citizenships, peaceful coexistence and respect for life.

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