

Access, Equity and Quality of ... Oderhohwo, A. J. (2025)

## Access, Equity and Quality of Guidance and Counselling Education in the Face of Insecurity in Bayelsa State, Nigeria

ODERHOHWO, Akpojotor J.

[akpojotor@delsu.edu.ng](mailto:akpojotor@delsu.edu.ng)

08060717695

Department of Guidance and Counselling, Delta State University, Abraka.

### Abstract

*The study was conducted to determine access, equity and quality of guidance and counselling education in the face of insecurity in Nigeria. This research was descriptive in form. This design was used to gather information from a sampled of students. The population of the study comprised 3622 students in 44 secondary schools in Southern Ijaw Local Government Area of Bayelsa State. The sample of the study include 300 students of SSI – SSIII classes. The students were selected from 30 secondary schools because of the ease of accessibility of the schools. A structured questionnaire containing 17 items and validated by experts, was use for data collection. The data collected was analysed with the use of simple percentage and mean. The result indicated that guidance and counselling education are not accessible, not equitable and of poor quality due the inadequacy of counselling personnel, inadequate funding, unavailability of needed facilities etc. The paper concluded that the inadequacy gap in guidance and counselling education remains the major reason insecurity persist in our society. The paper recommends the provision of necessary tools to improve guidance and counselling services in our schools.*

**Key words:** Access, Equity, Quality of Guidance and Counselling, Insecurity

### Introduction

World-wide, guidance and counselling has existed since time immemorial. In the primitive society, guidance and counselling was offered to the young by elders in the family and to persons in distress by the clergy (Kocchar 2013, Ndhlovu, 2015). Kaureg cited in Mubanga (2014) posits that some of these were religious leaders such as Moses (1200 BC), Muhammad (600), and the Buddha (500 BC), while others were philosophers like Lao-Tzu (600 BC), Confucius (500 BC), Socrates (450 BC), Plato (400 BC) and Aristotle (350 BC). It should be noted however that the guidance offered was unorganized and incidental and it can be likened to advising or even prescribing. Guidance as a term was used as an umbrella concept to include many services such as counselling and placement (Ndhlovu, 2015). Onyiliofor (2011) defined guidance and counselling as the processes of helping an individual to discover and develop his educational, vocational and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness. This could be done through the management of guidance and counselling services like the vocational or career counselling, socio-personal counselling, educational counselling and also referral counselling. Students can adequately be counseled under these areas in order to solve their personal, career choice, academic problems and improve national security.

Nziramasanga cited in Chireshe (2006) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to their children's indiscipline in secondary schools. UNESCO (2012) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernisation and urbanisation stress students. There is also an increase in the divorce rate and in the number of single-parent families all over the world which is also a stress factor for students (Yuk et al., 2004). To enhance access to guidance and counseling services, the service was introduced to schools around the globe. In Nigeria, guidance and counseling services were introduced to schools as far back as 1959 (Eliamani et al., 2013). The essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, guidance and counseling officers were appointed to take the responsibilities in sensitizing students on the needs for effective career choice and functional and acceptable lifestyle. Although these were untrained counselors, their efforts brought remarkable development in guidance and counseling in Nigeria that led to organized body of counselors (Oye et al., 2012).



*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

However, social factors have been recorded to have affected access to guidance and counselling services. Okech and Muthone (2012) stated that historically, the notion of consulting with a stranger about personal or family problems was an unusual concept and even frowned upon. Social challenges that might cast a shadow on the name and reputation of the family had to be resolved privately. A person who was experiencing an interpersonal problem would seek the help of a well-respected relative or clan elder; in more serious cases, traditional healers were consulted. The social belief affected the provision and learners' access to guidance and counselling as they viewed the school counsellors as strangers to be told their inner deep secret or even to get advice from. In addition, lack of trained guidance and counselling teachers, inadequate funding and dual role of the counsellor as a teacher and counsellor has been cited by many researchers as factors that have negatively affected the quality of guidance and counselling services from its inception as a profession program in schools world over, especially in Africa and Nigeria in particular. A study done by Eliamani et al. (2015) on access to guidance and counselling services and its influence on students' school life and career choices found out that guidance and counselling services have moderately influenced students' school life. A number of students are caught in vicious cycles where they are either the recipients or the perpetrators and sometimes both, of physical and sexual harassment ranging from excessive teasing and bullying to rape (Centre for Mental Health in Schools & Gottfredson in Adelman & Taylor 2002). It has been noted that the abuse of students is rampant in school and at home in Nigeria (Directors' Circular No. 22 of 2005:1). Accordingly, schools should put in place guidance and counseling services which discourage violence and assist those exposed to it.

Education system in Nigeria has continued to suffer from perennial multipronged insecurities ranging from terrorism to the violent, kidnappings of students, banditry and abduction which have taken the lives of several students, pupils and teachers. Insecurity of schools is a situation where by the school, students, pupils and teachers are open to attack, danger, treat or lack of protection. Akintokunbo (2021) sees it as a state of vulnerability, conflict, threats to human security, intense violence characterized by fighting, killings, physical and sexual harassment ranging from excessive teasing and bullying to rape, injury are serious danger to the school system. This call to question the place of guidance and counseling in our school system, hence the need to examine the access, equity and quality of guidance and counseling services in the face of insecurity in Nigeria. The study was conducted to answer the following questions: Are guidance and counseling services accessible to secondary school students in Bayelsa State? Do all students have equal access to guidance and counseling services in secondary schools in Bayelsa State? What is the quality of guidance and counseling services received by secondary school students in Bayelsa State?

### **Objectives of the Study**

The following objectives guided the study.

1. To identify the guidance and counseling services accessible to students in secondary schools in Bayelsa State.
2. To examine the equitability of guidance and counseling services to secondary school students in Bayelsa State?
3. To ascertain the quality of guidance and counseling services available to secondary school students in Bayelsa State.

### **Literature Review**

Guidance and counselling is seen as a programme of services based on individuals needs and depending on the influence of the various environments in which they live (Mapfumoi & Nkoma, 2013). Esen cited in Oguzie (2014) stated that guidance and counselling is aimed primarily at assisting the receiver to discover his own hidden strengths and ultimately grow in independence and ability to take his own decisions, make choices or adjustments unaided. On his part, Nwachuku (2007) viewed guidance and counselling as a systematic and organized educational helping service, professionally given by a professionally trained counsellor to a learner of any age within or outside the school walls whose aim is to assist the learner understand himself, the situation and environment, discover his interests, potential and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weaknesses, to live a maximum productive life. The process is aimed at making an individual's aware of the rightness or wrongness of his/her choices and the importance of the decision on which the individual future depends (Kabir, 2017). Past studies have shown that guidance and counselling programmes have a positive effect on forestalling insecurity in the society. Apart from controlling deviant behavior and other delinquencies among youth; the effective utilization of guidance and counselling services can inculcate in the youth the spirit of consciousness that promote peace, conflict resolution and national security. It can also equip the youths with the knowledge and skills that will help bring about peace through better understanding; enabling them to acquire



*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

constructive peaceful problem solving skills that promotes national security; inculcating in them consciousness for managing conflicts without resorting to violence and develop non-violent conflict resolution skills and spirit of commitment to working to realize a shared and preferred future (Oguzie, 2014). Through effective guidance and counselling services the values of peace, conflict resolution and national security which include among other things respect for life, sharing with others, rejection of violence, sense of justice, listening ability and solidarity would be inculcated into early stages of educational process to enable learners imbibe the right values that will guide them throughout life time (Igbuzor, 2011). All these of course can be achieved through effective utilization of guidance and counselling services render in schools.

### **Theoretical Framework**

The study is routed in the invitational theory propounded by Purkey, a counseling professor, in 1992. The theory has four assumptions which are trust, respect, optimism and intentionality. Purkey (1992) talked about trust as one of the Invitational Education Theory's assumptions. He sees education as a cooperative, collaborative activity where process is as important as product. Purkey further explains that getting people to do a work without fully involving them is a lost cause. People at an institution including learners need to be included by creating an inviting atmosphere for them to fully participate in a program. Thus, when learners feel trusted they are frequently likely to participate in an organization activity such as seeking guidance and counselling services. Therefore, learners need to trust the guidance and counselling personnel for them to be able to access the guidance and counselling services in schools.

### **Empirical Studies**

Agi (2013) investigated the status of guidance services in some Secondary schools in Rivers State. Out of the two hundred and fifty (250) public schools in Port Harcourt, only twenty (20) have at least a practicing counsellor. Fourteen schools with practicing counsellors were sampled in this study. The two Federal Government and University Demonstration Schools in Port Harcourt were also included in the study. Data was collected through the administration of a questionnaire on guidance services. 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 educational 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. Eliamani et al. (2013) examined the influence of secondary school students' access to guidance and counseling services on school life, attitude towards studies and career choices. The study used descriptive and correlation designs with both qualitative and quantitative approaches. Data was collected using self-administered questionnaire from 152 students; and interview guide to 16 administrators and teachers who are directly involved in guidance and counseling services. The findings reveal that the services offered in the selected schools included: academic, health, moral, and spiritual matters. Although no trained counselor was found, the services offered proved to be moderately effective in influencing students' study life; and effective in shaping students' attitude towards studies and career choice. Out of 152 student respondents, only 10(6.6%) reported that they have not been counseled at any moment. Accessing the services showed significant correlation with students' attitude towards studies and career choice. Likewise, significant relationship was observed between students' attitude towards studies and career choice. The author concluded that accessing guidance and counseling services has an effect in shaping students' attitude towards studies and career choice.

Dakasku and Bah (2022) assessed guidance and counselling services in public senior secondary schools in Gashua Education Zone. The researchers employ the use of survey research design for the study. The target population of the study was 378 teachers with a sample of 186 respondents in six selected public senior secondary schools (three schools drawn from rural and three from urban area) using stratified and simple random sampling technique. Two hypotheses are tested. A self-designed questionnaire named "Assessment of Guidance and Counselling Services Questionnaire (AGCSQ)" with a reliability cronbach's coefficient of .72 was use for data collection. Data collected for the research was analysed using t-test for independent sample to the test the research hypotheses. The study shows that a significant difference was found between the view of male and female teachers in respect to offering of guidance services (counselling, orientation, information, referral, and follow-up services). With regard to offering of appraisal and placement services it shows that

*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

there was no significant difference in the view of male and female teachers in public senior secondary schools in Gashua Education Zone. From the findings, the researchers recommended the need for public senior secondary schools to offer counselling service, appraisal service, placement service, referral service and follow up service to assist students in making a wise decision. Egenti (2020) investigated quality assurance required for effectiveness of guidance and counseling services in public secondary schools in Anambra State, Nigeria. Three research questions were answered while three null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. Multistage random sampling was used for selecting 178 guidance counsellors across 104 secondary schools in the two education zones (Aguata and Otuocha) used for the study. Data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. From the data collected and analysed, the study identified 11 competencies related, 8 materials and facilities related and 9 funding related items for quality assurance of guidance and counselling services in public Secondary Schools in Anambra State, Nigeria. Result on hypotheses tested showed no significant difference in the mean ratings of male and female guidance counsellors on quality assurance required for effectiveness of guidance and counselling services in public secondary schools in Anambra State. Based on the findings, the study among others recommended that there should be recruitment of qualified guidance counsellors for effective services to secondary school students.

### **Methodology**

This research is descriptive in form. This design was used to gather information from a sample of students. The population of the study comprised 3622 students in 44 secondary schools in Southern Ijaw Local Government Area of Bayelsa State, The sample of the study include all 300 students of SSI – SSIII classes. The students were selected from 30 school secondary schools because of ease of accessibility. A structured questionnaire containing 20 items was use in data collection. The instrument titled: Access, Equity and Quality of Guidance and Counselling Services in Secondary Schools was used in Data collection. The instrument was a Likert Scale form of Strongly Agree (SA)= 4, Agree (A) = 3, Disagree (D)= 2 and Strongly Disagree (SD)= 1. The instrument was certified by two experts in Guidance and Counselling and an expert in Measurement and Evaluation in Faculty of Education, Niger Delta University. The reliability of the instrument was 0.77. The data collected was analysed with the use of percentage and mean. A total of 300 questionnaire was distributed while 288 were correctly filled and returned successfully and were used for data analysis.

### **Presentation of Results**

The result presented is based on the 288 questionnaire that were properly filled and returned. For ease of understanding, the result is presented in tables.

#### **Analysis of Demographic Variables**

Table 1 Gender Distribution of Respondents

| Items        | No of Respondents | %          |
|--------------|-------------------|------------|
| Male         | 177               | 61.5       |
| Female       | 111               | 38,5       |
| <b>Total</b> | <b>288</b>        | <b>100</b> |

Sources: *Field Survey, 2025*

The demographic data analysis of students presented in Table 1 revealed that 177 (61.5%) of the sampled population were male while 111 (38.5%) were females. The result further indicated the dominance male participants in study.

Table 2 Age Distribution of Respondents

| Age Bracket of Respondents |            |            |
|----------------------------|------------|------------|
| Below 12 years             | 17         | 5.9        |
| 13 - 15                    | 137        | 47.6       |
| 16 and above               | 134        | 46.5       |
| <b>Total</b>               | <b>288</b> | <b>100</b> |

Sources: *Field Survey, 2025*

*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

Age distribution of respondents is presented in Table 2. The results indicated that 17 (5.9%) are within the age 12 or below while 137 (46.7%) are in the age range of 13 – 15. In addition, 134 (46.5%) of the sampled population were 16 years and above.

### Research question one

Are guidance and counseling services accessible to secondary school students in Bayelsa State?

Table 3: Access to guidance and counselling services

| Items                                                                                                            | N          | Mean        | Decision                 |
|------------------------------------------------------------------------------------------------------------------|------------|-------------|--------------------------|
| Consistent access to guidance and counselling services on student's habit.                                       | 288        | 1.16        | Strongly Disagree        |
| Unhindered access to guidance and counselling service for students who experience a sudden drop in their grades. | 288        | 1.12        | Strongly Disagree        |
| Compulsory access to guidance and counselling for students observed to be exhibiting deviant behaviours.         | 288        | 1.63        | Disagree                 |
| Provision of guidance and counselling service to student about their career development.                         | 288        | 1.34        | Strongly Disagree        |
| Provision of guidance and counselling service to students on how to overcome examination anxiety                 | 288        | 1.33        | Strongly Disagree        |
| <b>Grand Total</b>                                                                                               | <b>288</b> | <b>1.32</b> | <b>Strongly Disagree</b> |

**Source:** Field Survey, 2025      *Population (N) = 288*      *Criterion Score = 2.50*

Analysis of research question one reveal that students have no access to guidance and counselling services in secondary schools in Bayelsa State. The mean response score for item 1 - 5 ranges from 1.12 to 1.63 and are all less than 2.50 the criterion mean score. This is an indication that the participating students in the study strongly disagreed that guidance and counselling services are accessible in secondary schools in Bayelsa State. Additionally, the grand mean score of 1.33 which was also less than the criterion mean response score implied that it was the general opinion of the respondents that guidance and counselling services are not accessible in secondary schools in Bayelsa State.

### Research Question 2

Do all students have equal access to guidance and counseling services in secondary schools in Bayelsa State?

Table 4: Equal access to guidance and counselling services

| Item                                                                                            | N          | Mean        | Decision        |
|-------------------------------------------------------------------------------------------------|------------|-------------|-----------------|
| Guidance and counselling services is available to both boys and girls.                          | 288        | 1.77        | Disagree        |
| Guidance and counselling services is provided to every students irrespective of age.            | 288        | 1.96        | Disagree        |
| Academic performance is not use as a criteria to access guidance and counselling services.      | 288        | 2.34        | Disagree        |
| Grade level is not used to determine who have access to the guidance and counselling personnel. | 288        | 2.31        | Disagree        |
| Guidance and counselling personnel treats everyone's need with similar vigor.                   | 288        | 1.95        | Disagree        |
| <b>Grand Total</b>                                                                              | <b>288</b> | <b>2.07</b> | <b>Disagree</b> |

**Source:** Field Survey, 2025      *Population (N) = 288*      *Criterion Score = 2.50*

Result of research question 2 is displayed in Table 4 and it indicated that the mean score for the items 6, 7, 8, 9 and 10 was less than 2.50 set as the criterion mean as they range between 1.77 and 2.34. This is an indication that respondents disagreed that there is equitable guidance and counselling service in secondary schools in Bayelsa State. In addition, the grand mean of 2.07 revealed that majority of the participant have no equal access to guidance and counselling service.

### Research Question 3

What is the quality of guidance and counseling services received by secondary school students in Bayelsa State?

Table 5: Quality of guidance and counselling services

| Item                                                     | N   | Mean | Decision          |
|----------------------------------------------------------|-----|------|-------------------|
| Counsellor confidentiality is guaranteed                 | 288 | 1.1  | Strongly Disagree |
| There is are qualified guidance counsellor in my school. | 288 | 1.2  | Strongly Disagree |



*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

|                                                                                    |            |            |                          |
|------------------------------------------------------------------------------------|------------|------------|--------------------------|
| There is a dedicated counselling office in my school                               | 288        | 1.1        | Strongly Disagree        |
| The guidance and counselling office is adequately funded                           | 288        | 1.4        | Strongly Disagree        |
| Facilities for effective guidance and counselling service is adequately available. | 288        | 1.3        | Strongly Disagree        |
| <b>Grand Total</b>                                                                 | <b>288</b> | <b>1.2</b> | <b>Strongly Disagree</b> |

**Source:** Field Survey, 2025

*Population (N) = 288*

*Criterion Score = 2.50*

Result of research question 3 is displayed in Table 5 and it indicated that the mean score for items 11 is 1.1; item 12, 1.2; item 13, 1.1, item 14, 1.4 and item 15, 1.3 which were less than 2.50 set as the criterion mean. The result indicated that respondents disagreed with the quality of guidance and counselling services offered in secondary schools in Bayelsa State. In addition, the grand mean of 1.2 revealed that majority of the respondents doubt the quality of guidance and counselling services available to students.

### Discussion of findings

The study was to examine the access, equity and quality of guidance and counselling in the face of insecurity in Nigeria. Finding indicated that guidance and counselling services are scarcely accessible in secondary schools in Nigeria. Analysis of results in Table 3 demonstrated that respondents do not access professional counselling in secondary schools with respect to their behavior or academic performance. The result could be attributed to lack of guidance and counselling officers in secondary schools to undertake the duties of school guidance counsellor. This may have resulted in persistent unruly behavior and insecurity in school and society today. Furthermore, the result expressed the lack of equal accessibility of guidance and counselling services which may also be due to its unavailability in schools. In Table 4, it was observed that respondent disagreed that guidance and counselling services is equitably available to all gender irrespective of age or any other criterion. This goes to show the extent to which guidance and counselling services in neglected in many secondary schools across Nigeria leading to deviance among students.

Finally, on the quality of guidance and counselling services available to students, the result have indicated that the lack of qualified guidance and counselling personnel, lack of counsellor confidentiality, inadequate funding of counselling service among others has cast doubt on the quality of guidance and counselling services that is expected to mitigate the dangerous form of insecurity we experience in our society today. The result of the study tally with the findings of Agi (2013) who reported that Guidance and Counselling services in Rivers State are faced with several challenges which inhibit effective delivery of the services, thereby resulting in educational wastage instead of the expected quality outcome. The researcher further noted that funds for the supply of basic guidance services are lacking which has robbed off the needed quality of educational guidance and counselling services performed in schools. The position was also supported by Eliamani et al. (2013) who noted that accessing guidance and counselling services showed significant correlation with students' attitude towards studies and career choice. Egenti (2020) however identified 11 related competencies, 8 related materials and facilities related and 9 related funding issues for quality assurance of guidance and counselling services in public Secondary Schools which has severely narrowed the access, equity and quality of guidance and counselling services in secondary schools in Nigeria and have continued to swell the rank of insecurity in our society.

### Conclusion

This study has revealed that access, equity and quality of guidance and counselling services is a mirage in most secondary which tend to fester and swell the level of insecurity which abound in the society today. In other words, insecurity in our society can be attributed to the failure of accessible, equitable and quality guidance and counselling services in our school today. The paper concluded that the inadequacy gap in guidance and counselling education remains the major reason insecurity persist in our society.

### Recommendation

1. Qualified guidance and counselling practitioners should be employed and placed in all secondary schools to ensure better access to guidance and counselling services.
2. Guidance and counselling services should be made available to all person who require the service, by so doing proactive solutions can be found to the problems of insecurity that has bedeviled our country today.
3. Funding and materials needed to enhance guidance and counselling service should be provided as quality guidance and counselling service is the key to mitigating insecurity in the country.



*Access, Equity and Quality of ... Oderhohwo, A. J. (2025)*

## References

- Adelman, H.S. & Taylor, L. (2002) School Counsellors and School Reform: New Direction. *In Professional School Counselling*, 5 (4), p.235-249.
- Agi, C. W. (2013). Evaluation of the Status of Guidance Services in Secondary Schools in Rivers State, Nigeria. *Journal of Education and Practice*, 7(23), 78-84.
- Chireshe, R. (2006). An Evaluation of the Effectiveness of School GCS in Zimbabwean Secondary Schools, Unpublished Ph.D. Ed. Thesis, University of South Africa.
- Dakasku, U.M. & Bah, U. (2022). Assessment of Guidance and Counselling Services in Public Senior Secondary Schools in Gashua Educational Zone in Yobe State, Nigeria. *International Journal of Innovative Approaches in Education*, 6 (4), 249-270
- Egenti, U. (2020) Quality assurance required for effectiveness of guidance and counselling services in public secondary schools in Anambra State, Nigeria. *European Journal of Psychological Research*, 7(2), 61-72
- Eliamani, M.P., Richard, M.L., and Peter, B. (2014). Access to guidance and counselling services and its influence on Students' school life and career choice. *African Journal of Guidance and Counselling*, 1 (1), 007-015.
- Igbuzor, O. (2011). Peace and Security Education: A Critical Factor for Sustainable Peace and National Development. *International Journal of Peace and Development Studies*, 2 (1), 1-7. Retrieved on 12th April, 2013, from <http://www.academicjournals.org/TJPDS/>
- Kabri, M. S. (2017). Introduction to counselling. Retrieved from <https://www.researchgate.net>
- Kochhar, SK (2013). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers
- Mapfumo, J., & Nkoma, E. (2013). The State of Guidance and Counselling Programmes in High Schools in Manica land, Zimbabwe. *International Journal of Scientific Research in Education*, 6(2), 100-116.
- Mubanga, D.S (2014) Investigating the role of Guidance and Counselling in Education for Sustainable Development. A Case of Selected Secondary Schools in Luwing and Kasama Districts. Master Dissertation. University of Zambia.
- Ndhlovu, D. (2015) Theories and Practices of Guidance and Counselling. Lusaka: Unza Press.
- Oguzie, S. N. (2014). Guidance and Counselling Services as a Coping Strategy for Inculcating the Consciousness of Peace, Conflict Resolution and National Security among Secondary School Youths in Anambra State, Nigeria; *An International Multidisciplinary Journal, Ethiopia* 8 (2), 8rial No. 33256- 279 ISSN 1994-9057 (Print) ISSN 2070--0083 (Online)
- Onyiliofor, F.N. (2011). Counselling skills for improving academic performance of secondary school students In Nsukka education zone of Nigeria. *International Journal of Research in Arts and Social Sciences*, 3, 226-237. Retrieved from <https://academicexcellencesociety.com/>.
- Oye, N.D., Obi, M.C & Bernice, A. (2012). Guidance and counseling in Nigerian secondary schools: The role of ICTs. *Journal of Modern Education and Computer Science* 1 (8) 26-33.
- UNESCO (2012) Training for Life: Teacher Training on HIV/AIDS: Available at: [http://www.ibe.unesco.org/org/doc/training for life 07.pdf](http://www.ibe.unesco.org/org/doc/training%20for%20life%2007.pdf)
- Yuk Yee, P.L. & Brennan, M. (2004) In Search of A Guidance Curriculum for Hong Kong Schools. *In Journal of Educational Enquiry*, 5 (1), 55-84.