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Historical Overview of Guidance and Counselling Practices in Nigeria

ABSTRACT: Guidance and counselling revolved around the notion that human being in one way or the other will face an issue that he or she cannot solve alone, but requires the help of a professional counsellor. This paper – using the qualitative approach and literature review method – examined the historical overview of guidance and counselling practices in Nigeria. The results show that training in guidance and counselling involves acquisition of skills enabling professionals to be more effective in all areas, especially in those situations of everyday life, where better adjustment and coping are required. The enormity of the problems the young faces today in Nigeria underlines the need for guidance and counselling services in our schools. As a society grows in sophistication, so seems the need for guidance, which is our only armour against societal ills and chaos, especially among the young ones. So, guidance and counselling as a profession has been able to assist Nigerians, since its inception in the country. Counselling is very much responsible for the adjustment, placement, rehabilitation, and other humanitarian services that enable people to be better reformed in the society. Effective guidance and counselling services enable bridging good interpersonal relationship in the society between two or more parties. It was, therefore, suggested that guidance and counselling should be properly funded in the country; counselling associations should also collaborate with government and non-governmental organisations to effectively provide guidance and counselling services for Nigeria.

KEY WORDS: Historical Overview; Guidance and Counselling; Young Nigerians.

INTRODUCTION

The word guidance is explained in different ways by various/many writers, but all, having the same meaning. B. Shertzer & S.C. Stone (1980), and other scholars, defined guidance to mean “to direct, pilot, or guide” (Shertzer & Stone, 1980; Assefa, 2018; and Nwonyuku, 2018). A.I. Idowu (1998), and other scholars, also defined counselling as a family name for all the helping service within

the general educational and community systems (Idowu, 1998; Ndum & Gilean, 2013; and Omoniyi, 2016).

To make the meaning to be more explicit, E.A. Akinade (2012), and other scholars, remarked that some specialists assert that guidance is a broad term used to cover a number of specialist services available in schools. Such services include the information service, testing service, placement service,

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follow-up service, and counselling service. But, looking at the modern day global world, the provision of specialist services are no more limited to the school; it, now, includes the society in general (Akinade, 2012; Ndum & Gilean, 2013; and Bolu-Steve & Oredugba, 2017).

E.A. Akinade (2012), and other scholars, also defined guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways, in which he/she is responding to the influences of his/her environment. It, further, assists him/her to establish some personal meaning for this behaviour; and to develop and classify a set of goals and values for future behaviour (Akinade, 2012; Bobga, 2016; and Adegboyega, 2020).

From the above, guidance can be summarily defined as a cognitive educational services (within or outside the school system), that help people understand themselves, provided the client, reveals accurate, reliable, and valid information about him/herself and his/her environment.

Counselling is a process of helping individuals or group of people to gain self-understanding in order to better themselves. H.M. Burks & B. Steffire (1979), and other scholars, viewed counselling as a professional relationship between a trained counsellor and a client (Burks & Steffire, 1979; Mikaye, 2012; and Omoniyi, 2016). M.S. Olayinka (1972), and other scholars, defined it to be a process, whereby a person is helped in a face-to-face relationship (Olayinka, 1972; Ndum & Gilean, 2013; and Fareo, 2020). While, O. Makinde (1983), and other scholars, explained counselling as an enlightened process, whereby people help others by encouraging their growth (Makinde, 1983; Ndum & Gilean, 2013; and Omoniyi, 2016).

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 meaningful, well-informed choices, and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development, and self-actualization.

According to C.O. Oviogbodu (2015), and

other scholars, counselling can be defined as a number of procedures in assisting an individual to solve his/her problems. Counselling is more involved emotionally in the affective realm personalized learning, that is emotions and feelings, values, and attitudes. Counselling is an interaction or relationship between two or few individuals, the client-counsellor relationship of trust (Purnama & Rahman, 2014; Oviogbodu, 2015; and Bobga, 2016).

There are two major types of counselling, namely: *Individual Counselling* and *Group Counselling*. The description on each section as follows:

Individual Counselling. This is referred to as one-to-one counselling. It occurs between the professionally trained Counsellor (Therapist) and his/her Client (Counsee). The goal of this is to help the Client to understand him/herself, clarify and direct his thought, in order to make a worthwhile decision. Through this, Clients' problems are alleviated (Malikiosi-Loizos, 2013; Bobga, 2016; and Ekpang & Esuabana, 2016).

O.D. Ojo (2005), and other scholars, opined that *Individual Counselling* is mainly to bring about change in the Client, either by altering maladaptive behaviour, learning the decision making process, or preventing problems (Ojo, 2005; Mikaye, 2012; and Omoniyi, 2016).

Group Counselling. This is a counselling session that takes place between the professionally trained counsellor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counselling session. Members of the groups are clients/counsees, whose tasks or problems that are meant for resolution are similar (Mikaye, 2012; Lapan, 2012; and Bobga, 2016).

Counselling can also be classified according to different spheres of life, in which human beings could encounter problems. These are: (1) *Educational Counselling*: problems that could be of learning, teaching, and that of education generally are handled here; (2) *Marital Counselling*: problems that could emanate from married life beginning from spouse selection are resolved here;

(3) *Personal-Social Counselling*: problems, including personality and life in general, are taken care of here; (4) *Rehabilitation Counselling*: problems emanating from life disruptions, such as accidents, retrenchment, and natural mishaps are handled here; and (5) *Vocational Counselling*: problems from work and training, career choice making, and adjustment are handled here (Ndum & Gilean, 2013; Bobga, 2016; and Omoniyi, 2016).

Only three of the above types of counselling are mainly practiced in the school setting. These are *Educational*, *Vocational*, and *Personal-Social Counsellings*, which are the full responsibilities of the school counsellor. However, a counsellor in private practice might need to engage in the other types of counselling depending on the needs of his clients (Ndum & Gilean, 2013; Bobga, 2016; and Bolu-Steve & Oredugba, 2017).

This article – using the qualitative approach and literature review method (Nelson, 2002; Lodico, Spaulding & Voegtle, 2006; and Snyder, 2019) – tries to elaborate the Historical Overview of Guidance and Counselling Practices in Nigeria, pertaining in general to: (1) *Purposes of Guidance and Counselling*; (2) *History and Origin of Guidance and Counselling*; (3) *History and Development of Guidance and Counselling in Nigeria*; (4) *the Prospect of Guidance and Counselling in Nigeria*; (5) *Functions of the School Counsellor*; and (6) *Problems Affecting the Effective Implementation of School Guidance and Counselling Programme in Nigeria*.

RESULTS AND DISCUSSION

Purposes of Guidance and Counselling.

The guidance and counselling purposes include: assisting individual students, teachers, adults, and the society in general to: (1) find out and make individuals aware of their basic personal prerequisites, abilities, assets, liabilities, and potentialities; (2) provide usable information on vocation and to correct or clarify misinformation, assess an individual's chances to succeed in the labour market; (3) create awareness of clients in the availability of jobs and how to progress in it; (4) make available opportunities for further training and advancement in occupations; (5)

suggest alternative careers and realisation of priorities summarized the objectives in Nigerian schools, thus, assist students in making appropriate and satisfying personal, vocational, and educational choices; (6) assist student acquire a positive image of self through self-understanding the needs and problems of each person; (7) assist teachers and school personnel in understanding the needs and problems of each student; (8) assist school authorities/administrators in improving educational objectives and programmes of interpersonal relationships; (9) contribute to educational planning; (10) mobilize all the available resources of the school or home for satisfaction of the vocational, educational, and socio-personal needs of the students; (11) supplement school instructional and administrative input into the learner; (12) help students develop proper attitude towards themselves, others, school, values, interests, morals, beliefs, and discipline; (13) help students develop to optimize and utilize their skills and correct the sources of their weaknesses and to improve the standard of education; (14) help learners live within the framework of an institution; (15) help people achieve independence with a minimum of conflict with institutional values; (16) promote in pupils good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education, and ability to make realistic decisions; and (17) guard individual's mental health and promote human effectiveness (Lapan, 2012; Purnama & Rahman, 2014; and Omoniyi, 2016).

The NPE (National Policy on Education), in 2003, pointed out the guidance and counselling services are important education services that are essential for successful implementation of the Nigerian educational system. It advocated setting up guidance services as earlier mentioned in all post-primary schools with professionally trained counsellors to administer such services (cf NPE, 2004; Alao, 2009; and Adegboyega, 2020). How, then, do we implement this important service in Nigerian schools?

The proper implementation of the guidance and counselling services in schools

can only be effective, if all stakeholders can properly play their roles in the implementation process. The stakeholders or team players and requirements are listed as follows: (1) the Federal and State Ministries of Education; (2) Human Resource provision, such as counsellors, teachers, parents, students, and other support staff; (3) Provision of physical and material resources; (4) the Provision of Fund or Financial Resource Provision; and (5) the Society or Religious Bodies and NGOs or Non-Governmental Organizations' support (Arhedo, Adomeh & Aluede, 2009; Mogbo, Obumneke-Okeke & Anyachebelu, 2011; and Omoniyi, 2016).

The Federal and State Ministries should play the leadership role of policy formulation and implementation. Consequently, in the year 1988, the Federal Ministry of Education in Nigeria, at the meeting of the National Council on Education, set up the following policy guidelines for states to implement concerning guidance and counselling services in Nigerian schools:

First, States should intensify training programmers to produce enough guidance counsellors for all post primary institutions within the state.

Second, Train career masters/mistresses using the criteria spelt out in the taskforce report on guidance and counselling interim measure before the production of adequate qualified guidance counsellors.

Third, States are to use their scholarship schemes in training counsellors at Bachelor and Master of Education levels.

Fourth, Federal Government would also train more counsellors at Masters level through her yearly scholarship programmed.

Fifth, All qualified counsellors should be redeployed to function as full time counsellors in schools and not used as teachers of subjects.

Sixth, States should have counselling units/sections in the Ministries of Education headed by a trained qualified counsellor.

Seventh, States should create separate budgetary allocation for implementing guidance and counselling services and programmers, in all levels of operation

namely (Ministry, Zonal, and School levels).

Lastly, eighth, the implementation of guidance and counselling services in the state should be supervised, monitored, and evaluated on regular basis. These policies are yet to be adequately implemented (Mogbo, Obumneke-Okeke & Anyachebelu, 2011; Ekpiken & Ifere, 2015; and Omoniyi, 2016).

History and Origin of Guidance and Counselling. History is a continuum and any kind of division imposed on it is more or less arbitrary. Guidance and Counselling, as a discipline, has an abundant evidence to show that it originated from America at the beginning of the 20th century, because of the society's emphasis on individual development (Ndum & Gilean, 2013; Omoniyi, 2016; and Adegboyega, 2020).

This could be seen from several historical events that took place in the USA (United States of America). These historical events are: (1) Vocational Guidance Movement; (2) Standardized Testing Movement; (3) Mental Health Movement; and (4) Pro-Counselling Legislative Acts (Brooks-McNamara & Torres, 2008; Ndum & Gilean, 2013; and Omoniyi, 2016).

About the Vocational Guidance Movement, in 1908, Frank Parsons founded a Vocational Bureau in Boston. Frank Parsons concern and belief was that if individuals can understand their strengths and weaknesses, such knowledge can be used to choose vocational opportunities this pioneering effort played a great role in the evolution of modern Guidance and Counselling (Picchioni, 1980; Ndum & Gilean, 2013; and Adegboyega, 2020).

The vocational guidance movement was an attempt to reduce problems of unemployment, want and poverty among underprivileged Americans. This experiments started by Frank Parsons yielded positive results in that many youngsters benefited tremendously from the services rendered by the bureau (Picchioni, 1980; Shertzer & Stone, 1980; and Ndum & Gilean, 2013).

Other pioneers in the advancement of counselling associated with the vocational guidance movement are Meyer Bloomfield, who succeeded Frank Parsons as Director of Boston's Vocational Guidance Bureau; Frank P. Godwin of the Cincinnati School System;

Jesse B. Davis, Eli Weaver in New York; George Merrill in San Francisco; and Hugo Munsterberg of Harvard University. Each of these guidance pioneers put in their best to see to the growth of the service (Picchioni, 1980; Pope, 2000; and Ndum & Gilean, 2013).

History and Development of Guidance and Counselling in Nigeria. While the date of the formal start of modern guidance in USA (United States of America) was taken as 1908 via the vocational guidance work of Frank Parsons, a Father of American Guidance Movement, the year 1958 can be regarded as the date of the commencement of modern guidance in Nigeria. That year, the Catholic Reverend Sisters at St. Theresa's College, Ibadan, recognized the need to give adequate career or vocational guidance to their final year students (Picchioni, 1980; Ratts, DeKruyf & Chen-Hayes, 2008; and Ndum & Gilean, 2013).

Therefore, in 1958, the reverend sisters, assisted by Mrs. Oruwariye, invited interested and enlightened members of the society to the school. Specialists in different areas of endeavour, who had made their marks, were invited to give career talks on their professions to their final year students. This effort gave insight to the students about world of work; and, hence, assisted many of the students to select good jobs or higher institutions of learning (Ndum & Gilean, 2013; Omoniyi, 2016; and Eremie & Ruth, 2018).

The result was quite encouraging and it geared some other schools in Ibadan and other big towns around to start organizing career talks for their senior students. This singular move led to emerging of career masters and mistresses, while interested teachers in the school system were assigned job of collation and disseminating of career information to students (Ojo & Rotimi, 2006; Ndum & Gilean, 2013; and Suleiman, Olanrewaju & Suleiman, 2019).

In 1962, Ibadan Careers Council was formed. It was composed of distinguished knowledgeable and philanthropic individuals. Their aim was to propagate vocational guidance to students or the young ones. They organized workshops, seminars, and symposia (Ndum & Gilean, 2013; Omoniyi, 2016; and Suleiman, Olanrewaju & Suleiman, 2019).

In 1967, Nigeria Careers Council grew out of the Ibadan Career Council. The members of the Ibadan Careers Council formed the nucleus and support of the Nigeria Careers Council. They continued along the line of vocational guidance. The Council incorporated career masters and mistresses. A journal named *Careers* was published by this body to disseminate current information about job (Ndum & Gilean, 2013; Omoniyi, 2016; and Suleiman, Olanrewaju & Suleiman, 2019).

In a move that showed recognition of the guidance and counselling services, Dr. C.I. Berepiki (1972), a Fellow of the Counselling Association of Nigeria, was appointed the first Vocational Guidance Officer by the Federal Ministry of Education, Lagos in 1961. He wrote *An Approach to Guidance in Schools* (Berepiki, 1972; Omoniyi, 2016; Suleiman, Olanrewaju & Suleiman, 2019; and Fareo, 2020).

For a very long time after him, there were no other trained officers to work actively in this unit, but with the current state of the profession, the unit is well manned by trained male and female counsellors. It now has two sections: Careers and Counselling Sections. They organize workshops and conferences, and coordinate counselling activities in the country (Ojo & Rotimi, 2006; Ndum & Gilean, 2013; and Omoniyi, 2016).

Many States Ministries of Education have similar set-ups. Another opportunity to introduce guidance and counselling, several secondary schools, when in 1967, Mr. Rees, an American, organized a workshop at Comprehensive High School, Aiyetoro, Ogun State. The motive was to plant the seed of guidance and counselling in that area, and he did it successfully (Brooks-McNamara & Torres, 2008; Ndum & Gilean, 2013; and Suleiman, Olanrewaju & Suleiman, 2019).

The Association, in 1992, started the same acronym with the CAN (Christian Association of Nigeria) and the CAAN (Computer Association of Nigeria). In order to avoid confusion, at the Kano Conference in 1992, the Association dropped CAN and took up CASSON, i.e. Counselling Association of Nigeria (Ojo & Rotimi, 2006; Ndum & Gilean, 2013; and Suleiman, Olanrewaju & Suleiman, 2019).

The Association has also encouraged

the formation of State branches. This is to encourage “grassroots” spread of the Association. Some state branches are quite active. They hold various activities, workshops, seminars, and handle some counselling cases. This aspect is done on individual basis or, in some cases, “team approach” is used. Some state branches have journals, e.g. Imo State has *Counselling Spectrum* (Ojo & Rotimi, 2006; Ndum & Gilean, 2013; and Iliyasu, 2019).

December 1, 1976 marked the birth of CASSON (Counselling Association of Nigeria) at the University of Ibadan. The first President of the Association was Prof. Olu Makinde, 1976-1980. He was, then, succeeded by Prof. S.A. Gesinde, 1980-1984; Prof. Para Mallum, 1984-1988; Dr. (Mrs.) Achebe C.C., 1989-1990; Prof. C.G.M. Bakare, 1990-1994; Dr. Nsa A. Nsa, 1994-1996; Prof. Carew, 1996-2002; Prof. A.I. Idowu, 2002-2004; Prof. Okobia, 2004- 2010; and till 2020, currently, Elizabeth Omotunde Omoyeme Egbochuku (Omoniyi, 2016; Suleiman, Olanrewaju & Suleiman, 2019; and Egbochuku, 2020).

The Association is a body of trained guidance counsellors mainly, but it encourages interested individuals in the helping professions to join it. The Association produces, through its senior members in the Universities and some Colleges of Education, and other counsellors for both the private and public sectors of the Nigerian economy. The journal of the Association is called *The Counsellor*. Through it, research findings of members, which are discussed at the annual conferences, are disseminated. Conference proceedings are also published (Ojo & Rotimi, 2006; Ndum & Gilean, 2013; and Suleiman, Olanrewaju & Suleiman, 2019).

In 1975, the first Department of Guidance and Counselling in Nigeria was established in the University of Ibadan. The second full-fledged Department was established at the University of Ilorin in 1981. Ever since then, several universities and some colleges of education have been producing well-trained counsellors. As at now, several counsellors have had postgraduate training with Master and Ph.D. or Philosophy Doctor’s degrees (Ndum & Gilean, 2013; Suleiman, Olanrewaju

& Suleiman, 2019; and Fareo, 2020).

There are host of Professors already in the discipline. Several journals have been formed to disseminate research findings. These include *Journal of Applied Psychology* in UI (University of Ibadan) in Ibadan; *The Nigerian Journal of Guidance and Counselling* in UNILORIN (University of Ilorin) in Ilorin; *Journal of Counselling and Development* in OAU (Obafemi Awolowo University) in Ife; *Journal of Research in Counselling Psychology* in OSU (Ogun State University) in Ago-Iwoye; and *Journal of Counselling and Consulting Psychology* in LSU (Lagos State University) in Ojo, Lagos. Several textbooks have been written on different areas of guidance and counselling by the trained counsellors (Ojo & Rotimi, 2006; Okiki, 2013; and Owolabi, 2018).

Another counselling association known as Association of Professional Counsellors in Nigeria emerged in 2017, after the annual conference of CASSON in University of Lagos. This professional association is mainly for individuals that studied counselling in higher education, which make the association to be the first professional counselling association in Nigeria. The pioneer President of the association was Prof. Mopelola Omoegun, 2017-2018; and the second and current President of the association is Prof. Oyaziwo Aluede, 2018 till date. The association journal is *JPC: Journal of Professional Counselling*. The members of the association spread across the soil of Nigeria (Aluede, 2019; Suleiman, Olanrewaju & Suleiman, 2019; and Egbochuku, 2020).

The Federal Government of Nigeria has inserted the need for guidance and counselling in our schools in its National Policy on Education in 1981. This has helped to make all the State Governments to establish guidance and counselling units in their Ministries of Education (FRN, 2004; Alao, 2009; and Omoniyi, 2016).

In addition to counselling units in the Universities, there are some private clinics in the big cities, such as Lagos, Ibadan, and Owerri. Suffice to say that although guidance and counselling is a relatively new comer to the Nigerian educational scene, it is gradually making its impact. It is still evolving.

Guidance counsellors are playing their part in the implementation of the ongoing 9-3-4 educational systems (Ndum & Gilean, 2013; Omoniyi, 2016; and Suleiman, Olanrewaju & Suleiman, 2019).

The Prospect of Guidance and Counselling in Nigeria. The prospect for Guidance and Counselling services in Nigeria depends on the solution to the problems enumerated above. In this context, I. Alao (2009), and other scholars, remarked, however, that based on the present trend, it seems that the future is bright for Guidance and Counselling in Nigeria for the following reasons:

Firstly, the entire educational system in Nigeria is aware of the need of Guidance and Counselling services to the students. This realization has made the Federal Government approve Study Programmes in Guidance and Counselling for most Universities in the country. Of recent, Ahmadu Bello University begins a B.Ed. (Bachelor of Education) Programme in Guidance and Counselling since 1991/1992 session. This is in realisation of the need of such services. With many guidance counsellors, we then struggle for professionalization and conditions of service. Almost all Nigerian Universities have got a Guidance and Counselling Centre to help their students. All these are indications of awareness (Ojo & Rotimi, 2006; Alao, 2009; and Omoniyi, 2016).

Secondly, also many bodies are becoming interested in the Guidance and Counselling services now. For example, in 1987, Industrial Training Fund organized a National Workshop on Guidance and Counselling. Also in 1988, CASSON (Counselling Association of Nigeria) organized their Annual Conference around the theme on "Counselling Outside the Schools". Others from different settings turned out. With this trend, it may seem in the nearest future that the use of guidance services may permeate other sectors of the economy (Alao, 2009; Ogar, 2010; and Iliyasu, 2019).

Thirdly, Guidance and Counselling is also being proposed to be integrated into the training of Nigerian teachers. This implies that, in the nearest future, Guidance and Counselling may be well established in the schools. With every teacher being adequately

educated on Guidance and Counselling, the commonly reported rancour between counsellors and teachers may be resolved, hence, prospect for practice (Ojo & Rotimi, 2006; Alao, 2009; and Boitt, 2016).

Fourthly, problems of various types are emerging in our society. Marital problems, family problems, vocational problems, relationship problems, and retirement problems, all these and others demand the attention of the counsellors. As long as these problems exist in the society, guidance counsellors will always have work to do, either as public or private counsellors. With the factors or conditions still operational in Nigeria, then, the future is bright for counsellors; and the prospect, therein, may depend on how effective the counsellors use their skills and competencies to help their fellow human beings to understand and resolve their problems in a more realistic way (Alao, 2009; Lytle, Foley & Cotter, 2015; and Iliyasu, 2019).

Functions of the School Counsellor. The functions carried out by the school guidance counsellor are made up of the execution of a number of highly specialized services that constitutes the pattern of activities within the school guidance programme. These services are the basic elements of guidance and counselling programme; they are the formalized actions or steps the school guidance counsellor take to make guidance and counselling operational and available to students. These functions in the school setting include, for example: *Appraisal Service; Counselling Service; Information Service; Planning Service; Placement Service; Follow-Up Service; Orientation Service; Evaluation Service; Consulting Service; and Referral Service* (Jones, 2006; Ojo & Rotimi, 2006; and Gysbers & Henderson, 2012).

Appraisal Service. This could also be termed "Individual Analysis". S.E. Okon (1984), and other scholars, remarked that *Appraisal Service* is a developmental or longitudinal process of collecting, processing, storing, and using a variety of objective and subjective personal and social information to help the school staff have a better understanding of the students as well as

help individual student to better know and understand self (Okon, 1984; Hartnell-Young, 2003; and Jamtsho, 2015).

Suffice it to say that *Appraisal Service* involves collecting, analyzing, and using a variety of tools to gather data through which students are made to understand themselves. Through this function, the guidance counsellor makes a student to become aware of his/her characteristics, strengths, and weaknesses; and, further, develops rational decision making capabilities. This service enables the counsellor to provide relevant data that will enable parents, teachers, and administrators understand students (Okon, 1984; Ojo & Rotimi, 2006; and Jamtsho, 2015).

Counselling Service. This function enables the counsellor, who is trained to give assistance, to and/or to have an interactive relationship with the counsellee who needs assistance. Through this service, counsellees are helped to deal effectively with self and the reality of his/her environment. The service regarded as the nucleus of guidance service helps facilitate self understanding and self development, which afford individuals or group of people a better understanding of themselves, in terms of their confused ideas, hopes, fears, feelings, and aspirations (Bobga, 2016; Odeleye, 2017; and Oluremi, 2018).

Information Service. Through this service, the guidance counsellor is always able to provide the school and the students with better knowledge of educational, vocational, and personal social opportunities in order to have the benefit of making informed decision and choices. This function involves collection of data in diverse areas of education, career, and social life for presentation to students in order to be informed, so that they can make decisions with ease in increasingly complex society (Ojo & Rotimi, 2006; Nkechi, Ewomaoghare & Egenti, 2016; and Oluremi, 2018).

Planning Service. Planning is to decide ahead of time what an individual wants to do, and the way he/she will do it. Part of a guidance counsellors functions includes assisting the students plan their activities. The guidance counsellor helps students plan their educational, vocational, and personal

social activities realistically in order to assist them in achieving their goals (Ojo & Rotimi, 2006; Martin, Robinson & Erford, 2011; and Lapan, 2012).

Placement Service. The guidance counsellor carries out placement functions in and outside the school setting. In the school setting, placement can be carried out by placing students in appropriate classes and/or schools, courses, training, or vocations. He/she can also do placement for students, who are to go for attachment, practical, or industrial training outside the school setting. The counsellor is always armed with tools that could be used for effective placement within or outside the school setting (Martin, Robinson & Erford, 2011; Lapan, 2012; and Mariana, 2016).

Follow-Up Service. This function enables the guidance counsellor to see through the services he/she must have offered the counsellee. It is an avenue through which the counsellor determines the effectiveness of planning and placement activities. This service allows the counsellor to see and verify, whether the guided or counselled individual or group is coping after guidance or counselling (Ojo & Rotimi, 2006; DfE, 2016; and Mariana, 2016).

Orientation Service. This function serves the purpose of acquainting new students in an academic environment with the facilities, challenges, and problems and prospects in their new school. It is a guidance service that allows the guidance counsellor to make the new students psychologically stable in the new environment (new school), because they will be meeting with new set of people, administration, rules and regulations, and environment, which may require adjustment for them to be able to cope perfectly (cf Gysbers & Henderson, 2012; Mariana, 2016; and Wango, 2016).

Evaluation Service. This enables the guidance counsellor to assess the effectiveness of his/her stewardship in the school system. The evaluation can be carried out through the use of interview, observation, or questionnaire. These measurement instruments are used to gather data, which will reveal whether or not the

services provided are adequate in the school. The gathered information will enable the counsellor to improve upon the services he/she is providing or modify or suspend anyone, that is not achieving the desired result (Young & Valach, 2009; Gysbers & Henderson, 2012; and Sugiyo, 2018).

Consulting Service. Consultation here refers to interaction between the guidance counsellor and other professionals in the school setting. It is an avenue through which technical assistance are offered to other professionals in the school in order to become more effective in the services they offer to the students and staff (Martin, Robinson & Erford, 2011; Lapan, 2012; and Kourkoutas & Giovazolias, 2015).

Referral Service. This is an act of transferring a client/counselee to another professional or agency, where his/her problem can be appropriately handled. The professional or agency may be within, or outside the school setting. B. Shertzer & S.C. Stone (1980), and other scholars, remarked that personnel or agency outside the school setting are used, because they provide specialised services that the guidance counsellor cannot claim to have expertise in all sphere of endeavour, he/she makes referral with the consent of the client/counselee on matters outside his/her competence (Shertzer & Stone, 1980; Ojo & Rotimi, 2006; and Oluremi, 2018).

The entire functions of the guidance counsellor in the school setting are to assist each student to understand him/herself and live effectively in the society. The need for guidance services in the school system is, therefore, based on the assumption that the individual, who understands him/herself and his/her environment will be more productive and effective in his/her entire endeavour (Ojo & Rotimi, 2006; Egbochuku & Alika, 2010; and Thamarasseri, 2014).

The objectives, which the functions performed by the guidance counsellor in the school system, according to T. Ipaye (1983), and other scholars, included: (1) to help students develop the skills of self study, self analysis, and self understanding; (2) guidance services should help students

develop awareness of opportunities in the personal, social, educational, and vocational areas by providing them with appropriate, useful, and useable information; (3) guidance services in the school should, also, help students acquire the skills of collecting and using appropriate information; (4) to assist all students in making appropriate and satisfactory personal, social, educational, vocational, and leisure choices; (5) guidance service should help students develop positive attitude to self, to others, to appropriate national issues, and to work and learning; (6) to help students acquire as early as possible in their lives a positive image of selves through self understanding and self direction; (7) guidance services should help students, who are under achieving to use their potentials to the maximum; (8) guidance services in the school should, also, help students relate behaviour meaningfully to cognitive achievement and the chances of success in life; (9) to help build up or sharpen the students' perception of reality, development of a sense of autonomy, and to whip up the motivation for creativity and productivity; (10) guidance services in the schools should assist students in the process of developing and acquiring skills in problem solving and decision making; (11) to work with significant others in the life of students by helping them to understand the needs and problems of the students with the purpose of creating, arousing, and sustaining their interest in and their understanding of the students' needs, problems, and goals, so that the students can be optimally helped to attain their goals, handle these problems and those needs; (12) to help route the nation's human resources into appropriate, useful, and beneficial channels, thus, preventing unnecessary economic wastage; (13) guidance services should help identify and nurture human potentialities in various fields or endeavours, thus, ensuring adequate manpower development in various sectors of the economy; and (14) to help build up in individuals positive attitude to fellow Nigerians and a sense of total commitment to the unity of Nigeria (Ipaye, 1983; Nweze & Okolie, 2014; and Bobga, 2016).

Problems Affecting the Effective Implementation of School Guidance and Counselling Programme in Nigeria. Below are some of the problems affecting the effective implementation of school guidance programme in the country: (1) Lack of fund; (2) Lack of facilities; (3) Lack of information materials and psychological tests; (4) Lack of cooperation from other stakeholders; (5) Rivalry among the school functionaries; (6) Shortage of personnel; (7) Ignorance and lack of adequate understanding of the importance of guidance in Nigeria schools; (8) Lack of appropriate definition of the philosophy upon which guidance should be based; and (9) Inconsistent policy on guidance and counselling (*cf* Boitt, 2016; Mbongo, Möwes & Chata, 2016; and Brown, 2018).

Solutions to the problems are: (1) Proper education of the public on the role of guidance in the schools; (2) Government should provide adequate fund for guidance programme in schools; (3) Minimum physical facilities should be provided; (4) Development of indigenous psychological tests should be encouraged; (5) Adjusting teacher education programme to include training in the basic skills of counselling; (6) Training of more counsellors; and (7) Need for consistency in the formulation of policy on school guidance (Ojo & Rotimi, 2006; Agbajor, Asamaigo & Anigala eds., 2014; and Brown, 2018).

CONCLUSION ¹

Considering the fact that guidance and counselling services promote educational, career, and personal-social development, it should be made an integral component of

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the educational missions at all levels of the nation's educational, vocational, and psycho-social development. This would engender sustainability and promote development in the nation.

Nigeria, as a nation, is undergoing tremendous changes like other nations of the world. These changes are concomitants of developments, advances in science and technology, and man/woman illusory independence from the clutches of nature. There is a lot of pressure on the young and the old, who are unequal in capacity to adjust to these changes in our environment and schools.

The enormity of the problems the young faces today underlines the need for guidance and counselling services in our schools. As a society grows in sophistication, so seems the need for guidance, which is our only armour against societal ills and chaos, especially among the young ones.

Guidance and counselling should be properly funded in Nigeria, counselling associations should also collaborate with government and non-governmental organisation to effectively provide guidance and counselling services for the people in Nigeria.²

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²**Statement:** This paper, with all its contents and interpretations, is my own academic work. So, this paper is not the result of plagiarism, because the sources that I have cited and quoted are very clearly indicated in the Bibliography or References. This paper has also not been sent, reviewed, and published by other journals. I am willing to be given appropriate academic sanctions or penalties, if what I declare turns out to be, in the future, is not in accordance with reality.

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