

EVALUATING GUIDANCE AND COUNSELLING UTILISATION AMONG SECONDARY SCHOOL TEACHERS: REJOINDERS FROM SELECTED NIGERIAN SCHOOLS

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ABSTRACT: *This research contended that Guidance and Counselling transcend provision of helping services for adolescent secondary school students but encompass delivery of such supports to their teachers. It aimed to evaluate whether the latter were utilising the Services, using five research questions. Descriptive survey design was adopted, leading to random sampling of 384 constituents of the target population. A 20 item structured questionnaire (Guidance Utilisation Evaluation Scale for Teachers-GUEST) was developed and administered as research instrument. Responses were projected based on Four Likert Scale type Format, with professionals and pilot tests respectively substantiating instrument's validity and reliability. Data were analysed using mean scores, ensuing in the following findings: teachers supposed G and C functions as students' services and did not utilise them; such functions were not extended to teachers as beneficiaries, but buddies; teachers merely sought practitioners' aids for student and school developments; there were dearth of necessary teacher-support resources in school G and C units; absence of sufficient G and C functions consciousness impeded its utilisation among teachers; they were hardly motivated to seek G and C aids from their schools' practitioners. Ultimately, expansion of the programme's delineation was proposed for apt erudition of counsellor facilitation and counsellee/client participation.*

KEYWORDS: evaluation, guidance and counselling, utilisation, secondary school, teachers, world – Africa - Nigeria

INTRODUCTION

The phrase Guidance and Counselling (G and C) is conflated as it comprises a synthesis of dual terminologies. While the preceding part of the acronym G represents Guidance, a mediation which helps individuals towards averting incompatibilities in their personal social, educational and vocational endeavours, the succeeding segment, C - Counselling is concerned with a supportive intervention for persons who are already experiencing incongruities amid these undertakings (Agbakuribe, 2021). Putting it in a more comprehensible way, the latter went ahead to delineate it as a helping profession which engenders necessary self/other understanding, acceptance, determination, decision, action and satisfaction for personal and general wellbeing. In line with the discipline's personal-social, educational and vocational functions, it also offers extensive support services to individuals in varied life endeavours. Okeke (2003), identifies such services as: placement, appraisal, information, counselling, orientation, follow-up, referral, and research.

Given that the programme is highly recognised as a potent provision that puts to rest most concerns learners experience (Buraga & Caballero, 2018), it is adjudged to be principally shaped by students' needs (Suryadi, Hamidah, Hanifa & Sawitri, 2018). In point of fact, learners who participated in G and C activities are detected to have attained consequential success in their academic persistence and achievements. Tsikati (2018), corroborates that areas where progresses are observed include: school attendance, classroom behaviour, improved self-concepts, better attitudes towards school work and peers, enhanced academic performance, reduced rate of school dropout and readiness for life and the world of work. Further to complementing learning in the classroom and enhancing academic performances of learners, there is evidence that G and C services prevent educational, personal, social, mental or other difficulties that constitute challenges for adolescent secondary school students (Egbochukwu, 2018 and Akinade, 2016 in Egenti, 2018). Yet, even as it possesses capacities to address more than a few of the diversities, inequalities, inabilities and incongruities that affect everyday happenings, its services are misconstrued to be static.

Categorically, the stance of G and C being restricted to adolescent secondary school learners is admissible to an echelon of correctness, yes. But it can be faulted for not passing the test of comprehensiveness. This is as a result of its delimitation to a specific group. Considering this as the crux of our argument and proposing a profounder connotation, the point that it transcends students' needs is thus buttressed.

Worries and ignorance can acutely interrupt erudition processes. Feasibly, other human activities are not stress-free either. Okobiah and Okorodudu (2014), state that beside providing a gateway out of numerous problems in our present age of complex scientific and technological developments, G and C offer services that effectively respond to individuals' environmental influences and needs. Correspondingly, it is acknowledged that one of the features of the programme is to offer activities that can assist individuals of all age clusters to achieve appropriate choices, training and management at any point throughout their lives (Denga, 2011). This comprehensive understanding of the programme is further backed and enshrined as one of the basic principles of the profession. An excerpt from the document as cited by Ojo and Rotimi (2014), partly indicates:

“Guidance and Counseling is for everyone. The service is not only for those with special handicaps(sic) but it is also meant for all “normal”, developing children and adults. Guidance and Counseling activities should therefore be based on the need and total development of every person. It is the duty of all personnel in a setting to identify the needs of individuals so that programme activities can be designed to meet such needs. Guidance and Counseling must be provided in a way that ensures human dignity and worth. The full and adequate development of the individual must be given preference. It should be seen as encouraging individuals to attain maximum satisfaction, to realize their potentials and to be aware to self. No one who has gone through Counseling should feel inadequate. Guidance and Counselling is a sequential, continuous and developmental process, which starts from birth to death. ...” (24).

Startlingly, these specified details are incessantly overlooked by scholars and practitioners in their understanding and practice of the helping profession, which tends to be insufficiently evaluated. American Evaluation Association (2014) and Picciotto (2011), see evaluation as a systematic process of determining merit, worth, value, or significance. This process according

to UNESCO (2008) and (2007), does not only create opportunities for attention-seeking areas to be easily identified, but equally aids practitioners to find out whether their professional goals and objectives are being achieved and targeted beneficiaries supported. Davis (2003), adds that in order to justify and verify professional competency and efficacy in the field, its evaluation should be continuous and enhanced for meeting divergent needs of learners, schools and communities. Regrettably, it appears that when such evaluations are conducted, they are repeatedly targeted to look out for particular clientele and professional issues, such as the ones stated below.

Training is considered a significant factor in relation to whether service provisions are being effectively made. As Awinsong, Dawson, Gidiglo (2015), Ogunlade and Akeredolu (2012) have put it, knowledge is the bedrock upon which successful G and C service provision rests. But following research that looked at how effective the programme has been within the secondary education sector elsewhere, it was found that a high majority of the practitioners did not have the level of training that is required for efficient practice (Okech and Kimemia, 2012). Wambui (2015), had cited absence of routine professional development or short in-service training as a necessity if G and C practitioners must continue to grow and develop professionally. This is highly recommended as pre-service and in-service courses, workshops and seminars have proven to be helpful ways of preparing and acquainting all those who are involved in the process of delivering G and C services with new curriculum (Brown in Tsikati, 2018).

Further to various opportunities of receiving major field offerings, rigorous trainings, and quality educational programmes, professional development equips G and C practitioners with sound cognitive abilities and personal characteristics for understanding clients' history (Bernes, 2005). Whereas competences and positive attitudes acquired as a result of training could encourage productivity, inadequate resources can frustrate efforts and jeopardize outcomes (Muema & Kiilu, 2013). In recognition of this fact, timely procurement of requisite resources that would boost effective delivery of quality G and C programme is of overriding value. This is because supply of adequate and appropriate resources can create a conducive environment that facilitates personal qualities and positive attitudes of both guidance counsellors and counselees (Zvobgo, 2009). Kochhar (2003), have noted that a guidance counsellor with sufficient and suitable resources is likely to be more confident, effective and productive. Effectual guidance counsellor are also seen as those demonstrating basic personal characteristics, such as: paying attention to self-care and appearance; exhibiting warmth, genuineness, empathy, humanness; forming relationships, maintaining decent interpersonal skills, communicating effectively, remaining articulate, adhering to work ethics, staying motivated; and having constant urge to strive for higher goals/standards (Agi, 2014 and Bernes, 2005). To achieve these, programme evaluation, which concerns "systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming." (Patton, 1997: 23 in Wanzer, 2019 p. 4) becomes inexorable. But if G and C is not sector bordered or group delimited as purported, is it being evaluated to ascertain whether it is serving required stakeholders?

Places of stakeholders in any given community cannot be overemphasised. Hence, they are enumerated in education as: children, parents and schools (Frederickson and Cline, 2009). As

teachers are usually at the centre and forefront of interactions involving the trio, and customarily expected to be responsive and responsible to/for pupils, they are equally anticipated to be answerable to parents who bring their wards to school and leave them in their care. Research convey that teachers are the pivot on which general education stands, and their relevance to the success of all-encompassing schooling is so important that the world cannot afford to ignore them (Oladele and colleagues, 2016 and De Boer et al., 2011). Although adults can become anxious when faced with undesirable issues, for teachers, they are likely to be more disturbed. This, however, does not imply that they have larger slices of concerns than other members of the society. Rather, as a result of the multifaceted channels from which complications could ensue, owing to inescapable intersections with anxious family/community members, colleagues, staff, learners and parents, their professional productivity could be negatively impacted. These fears regardless, scarcity of research on teachers' utilisation of G and C services still persist, with extant works concentrating on discrete subjects other than the focus of this study.

Evidently, G and C literature often revolve around: factors impeding its successful implementation; students' and teachers' perceptions on its effectiveness; its state; its professionals' views on headteachers' attitudes towards their services; appraisal of issues encountered while implementing it; students' concerns and support preferences; and its place in disabled people's education (Agbakuribe and Agbakuribe, 2021; Agbakuribe, 2015; Majoko, 2014). Despite being understood all over the world as a panacea for most problems and inconveniences that learners come across as they develop (Morgan & Brand, 2009; Cobia, 2007; DeRosier, 2004), and delivered amid Africa in harmony with global educational rights and national legislations (Chireshe, 2013 and Charema, 2004), the programme's accentuations have primarily remained on its utilisation and perception among students. Moreover, on rare occasions where teachers get involved in related enquiry, the foci are predominantly on their take on the speciality.

Skutley (2006), for example, observes that secondary school teachers see G and C from a positive perspective. This is attributed to their very high and optimistic opinion about the programme and the professionals who provide its services. For Bojuwoye (2017), teachers serving in urban secondary schools have positive perception about G and C as opposed to their rural counterparts. Hence, the insinuation that rural schools being sited in villages; little being known about the schedule in such villages; limited unequipped G and C units in the said location; and pecuniary deficits are responsible for this state of affairs. Further, it is indicated that male and female teachers hold positive perception about guidance counsellors. This position is supported by scholars, who argue that teachers of both sexes hold a sole opinion due to guidance counsellors' capabilities in providing services that meet students' personal-socio and vocational needs (Akinade, 2016; Kehinde, 2011 and Eremie, 2014).

Positing that experienced and inexperienced teachers do not perceive G and C equally, Marchetta (2011), states that older secondary school teachers with more than 10 years work experience hold the programme in higher esteem than the younger ones with less teaching experience. This is also corroborated by Beesley and Frey (2014), who describe headteachers' responses on perception of G and C as very satisfactory. On the contrary, a more recent study states otherwise. Egenti (2018), makes a case that as a result of contemporary extensive awareness of G and C services among secondary school teachers, they perceive the programme

and its professionals positively, regardless of sex, location, and work experience. Hitherto, despite the said level of G and C consciousness among secondary school teachers, information on their utilisation of the programme remain unobtainable. It is in recognition of this scenario that we sought to identify and include in research, silent, but eminent members of the school community, whose voices have thus far been absent in existing studies.

Statement of the Problem

The contemporary society can be described as a vicinity of calamity, given overwhelming existence of menaces, such as: ceaseless cases of environmental perils, incessant hostilities, ferocious banditry, persistent kidnapping, rampant manifestations of insurgency/terrorism, unremitting severe economic conditions, non-payment of remunerations and retirement benefits, high cost of living, and recurrent reports of pandemic surges. As these have become sources of grave stress among many families today, it then follows that more than a few adults would hardly escape stern psychological instabilities and possibly pick up mental, physiological or sensory disabilities. Thus, without necessary psychological interventions for troubled adults, children may encounter difficulties in the hands of significant others like teachers. Interestingly, G and C can help individuals attain necessary disposition, tuition, and occupation consciousness for decisive and productive continuations.

Nigerian government continues to reference the importance of G and C in secondary schools (Federal Republic of Nigeria - FRN, 2013). Yet, teachers hold reservations about it and merely allow students to participate at intervals (Egenti, 2018 and Anwuana, 2014). Whilst extant accounts convey studies conducted on teachers perceptions and attitudes towards the profession and practice in the country, the need for further research on its utilisation among such teachers is essential. This would enable G and C professionals to extend their “psycho-developmental” services to these teachers who are often in contact with learners, for overall wellness and career productivity.

Rationale

This research was necessitated by persistent delineation of G and C to adolescent secondary school students, which by implication point to exclusion of latent beneficiaries of the programme. To ascertain whether other members of the public who ought to be recipients of the services are profiting, it became needful to commence the evaluation with secondary school teachers. Added to the popular dictum “charity begins at home,” the choice of teachers as study participants was enthused by virtue of their standing as learners’ role models. Consequently, the value of ascertaining possible dynamics that persuade or dissuade their utilisation of the services also gave rise to this scholarly enquiry.

Purpose of the study

This work primarily aimed to evaluate whether secondary school teachers are utilising Guidance and Counselling Services in Nigeria. To achieve this, five research questions were applied.

Research Questions

- What are the functions of guidance and counselling in Nigerian secondary schools?

- How do secondary school teachers utilise their schools' guidance and counselling services?
- When are Nigerian secondary school teachers confident to seek guidance and counselling aids from their school practitioners?
- What persuades secondary school teachers towards seeking personal guidance and counselling aids from their school practitioners?
- What dissuades secondary school teachers from seeking personal guidance and counselling aids from their school practitioners?

RESEARCH METHODOLOGY

Research methodology is the principle for organizing, planning, designing and conducting a good research (Mohajan, 2017). In the current study, descriptive survey design, a quantitative research approach, which is popular for gathering facts that are enclosed in events and defining them as information through data collection, collation, tabulation, presentation, and description was adopted. This is helpful as data could be collected from a smaller proportion of a given location as to represent the wider population (see Creswell, 2014).

Further to approximation of Nigeria's census at 219,463,862 (World Factbook, 2021), the proliferation of private schools also made it unrealistic for the total figure of the target population (Nigerian secondary school teachers) to be obtained. To bridge this gap, random sampling technique was applied.

In drawing the sample, the names of 36 states of the country and the federal capital territory (FCT) were written on pieces of papers. This led to splitting them according to Nigeria's six geopolitical zones; thereafter, folding and separating them into Northern and Southern strata for a "hat and draw" selection process (see Krejcie and Morgan, 1970). Having randomly picked three papers from each stratum representing six states, from which further selection was made based on a colloquium attendance data of 17,082 teachers, 384 of them were subsequently recruited for the study. As the preoccupation was to affirm participants' utilisation of G and C, it was not deemed apt to personalise them by a way of demographic data. Another reason for not analysing population characteristics was the propensity of the attendance fallibility, having emanated from a private sector. To this end, the study sample is represented hereafter on an anonymous ground.

S/N	STATE	ZONE	NUMBER OF TEACHERS
1	State A	South	88
2	State B	North	50
3	State C	South	76
4	State D	South	60
5	State E	South	60
6	State F	North	50
	TOTAL	6	384

From the above table, it can be seen that one of the states, State A has more representatives than others. This, however, does not mean that it has more number of secondary school teachers, but indicates that a higher number of them took part in the earlier mentioned colloquium as revealed by the document upon which the sample relied on. The unrelenting security challenges in some parts of the country might have also necessitated low turnout of teachers during the event; perhaps, responsible for the lop-sidedness of the sample.

Further to identifying participants, a 20 item closed-ended structured questionnaire (Guidance Utilisation Evaluation Scale for Teachers-GUEST) was developed to serve as the study instrument. Instrumentation was considered appropriate as it spurred these mature and literate participants to conveniently respond to the questionnaire items, which protected their identities and affiliations. This also made it easier for the responses to be elicited without the teachers being apprehensive of backlash. It would have been more difficult for any other data collection instrument to obtain factual information without respondents losing courage to participate in the study.

Responses to the 20 items researcher-made instrument were projected on the basis of a Four Likert Scale type Form: Strongly Agree, Agree, Disagree, and Strongly Disagree.

To justify the relation upon which psychometric instruments scores such as questionnaires and others are interpreted, validity and reliability must be observed in research [Cook & Beckman, 2006]. Owing to their importance towards enhancing assessment and evaluation accuracy in modern research (Tavakol & Dennick, 2011), description of measurement error effects on theoretical relationships becomes easier (Forza, 2002). As validity is defined in research as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2005), and have correctly measured constructs in questionnaire-oriented studies (Pallant, 2011), the content validity of this research was respectively confirmed through proper scrutiny by two professors, comprising a guidance counselling connoisseur and Measurement Evaluation doyen (both from Faculty of Education, University of Abuja, Nigeria). Chakrabartty (2013), defines reliability as the measurement of consistency, precision, repeatability, and trustworthiness of any research. In this work, internal consistency reliability was adopted. Ghazali (2016), expounds that this kind of pilot test does not involve test-retest, but lone

administration of instrument during which suitability of the instrument is sought using Cronbach's alpha. Here, 30 copies of the questionnaire were administered on secondary school teachers serving outside the main study locations. Having determined that the instrument was reliable for use as all items ranked between 0.8 and 0.9 coefficient values, the main study proceeded with administration of questionnaire. Researchers achieved this with the help of three volunteer research assistants (postgraduates students), who accompanied them in research after being trained in data collection procedures.

After retrieving copies of the administered questionnaire, the collected data were collated, calculated and analysed, using Mean scores. For instance, SA= 4, A= 3, D= 2 and SD= 1. Further, 0 to 2.49= disagreement; 2.50 and above agreement.

RESULTS

The study outcome is presented and discussed in accordance with data analysis. It is also noteworthy that out of the 384 copies of the questionnaire that were distributed, 380 were found usable. This meant that the analysis was based on the sample size of 380 respondents.

Analysis of Research Questions

Research Question One

What are the functions of guidance and counselling in Nigerian secondary schools?

S/N	ITEMS	SA	A	SD	D	X
1	Support secondary school students.	175	150	29	26	3.24
2	Support secondary school staff.	43	45	177	115	1.72
3	Support secondary school teachers.	55	48	97	180	1.94
4.	Offer support from its secondary school units.	205	81	52	42	3.18
	Sectional mean					2.52

The table above provides mean scores of Nigerian secondary school teachers' responses on functions of guidance and counselling. Sectional mean score of 2.52 indicates that more respondents agree that guidance and counselling put on support functions in Nigerian secondary schools. Following the phrase: 'Support secondary school students' and 'offer support from its secondary school units' earning the highest scores of 3.24 and 3.18 respectively, one would accept that the respondents have some knowledge of G and C functions and spaces. Nonetheless, their awareness is fractional as it only acknowledges students as sole beneficiaries of the programme. This is apparent following disagreements with items 2 and 3: 'Support secondary school staff and 'Support secondary school teachers' correspondingly culminating in low scores of 1.72 and 1.94.

Research Question Two

How do secondary school teachers utilise their schools' guidance and counselling services?

S/no	ITEMS	SA	A	SD	D	X
5	Referring students.	310	50	13	7	3.74
6	Referring colleagues.	60	110	130	780	2.39
7	Referring parents.	198	50	13	45	3.15
8	Self-referral.	93	87	109	92	2.47
	Sectional mean					2.93

The table above shows how secondary school teachers utilise their schools' guidance and counselling services. The sectional mean score of 2.93 also indicates synergy between Nigerian secondary school teachers and their school practitioners. Further, it can be seen that the highest mean scores of 3.74 and 3.15 are ascribed to items 5 and 7 which respectively demonstrate that teachers refer students and parents to their school guidance counsellors. Based on this result, it becomes comprehensible that teachers utilise the services, but not for their personal wellbeing. This is further evidenced by items six and eight 'Referring teachers and 'Self-referral' earning low mean scores of 2.39 and 2.24 respectively.

Research Question Three

When are Nigerian secondary school teachers confident to seek guidance and counselling aids from their school practitioners?

S/no	ITEMS	SA	A	SD	D	X
9	Student matters.	297	60	11	12	3.63
10	Personal matters.	10	12	210	148	1.69
11	School matters.	270	91	8	11	3.56
12	At school guidance and counselling unit sessions.	256	100	8	16	3.14
	Sectional mean					3.00

The table above provides a sectional mean score of 3.00 which shows when teachers are confident to seek guidance and counselling aids from their school practitioners. This is visible from the table's accreditation of the highest mean scores of 3.68, 3.56 and 3.14 to the phrases 'Student matters,' 'School matters' and 'At school guidance and counselling unit sessions' respectively. Whilst the respondents agreed with the foregoing assertions to a great extent, in contrast, they differed when such consultations had to do with them directly. The lowest mean score of 1.69, that was assigned to item 10 which states: "Personal matters" indeed depicts signs of deterrence.

Research Question Four

What persuades secondary school teachers towards seeking guidance and counselling aids from their school practitioners?

S/no	ITEMS	SA	A	SD	D	X
13	Successful development of students.	300	63	1	16	3.70
14	Successful development of teachers.	15	28	276	61	1.99
15	Successful development of schools.	310	55	2	13	3.74
16	Availability of school Guidance and Counselling units.	102	96	92	90	2.55
	Sectional mean					2.99

With the above table scoring a sectional mean of 2.99, it concurs with responses on what persuades secondary school teachers towards seeking guidance and counselling aids from their school practitioners. High mean scores of 3.74, 3.70 and 2.55 that are one-to-one associated with items 15, 13 and 16 ‘Successful development of schools,’ ‘Successful development of students’ and ‘Availability of Guidance and Counselling units’ are strong indications that presence of G and C spaces and the need for attainment of student and school developments encourage them to seek the services. Contrarywise, the low ranking of item 14 ‘Successful development of secondary school teachers’ on mean score 1.99 is a clear attestation that teachers are not swayed towards seeking personal G and C aids from their school practitioners.

Research Question Five

What dissuades secondary school teachers from seeking personal guidance and counselling aids from their school practitioners?

S/no	ITEMS	SA	A	SD	D	X
17	Necessity for teachers.	12	18	216	34	1.36
18	Necessity for every member of the school community.	21	14	290	55	2.00
19	Motivated by school Guidance counsellors to seek personal G and C support.	23	14	244	99	1.89
20	Enthused by teacher-support features of school Guidance and Counselling units.	35	27	201	117	1.94
	Sectional mean					1.79

The preceding table clearly shows low sectional mean score of 1.77 which reflects what dissuades secondary school teachers from seeking personal guidance and counselling aids from their school practitioners. This is validated by low mean scores of 2.00 and 1.94 being allotted

to items 18 and 20 that sought whether the programme is a necessity for every member of the school community and if respondents are enthused by teacher-support features of school Guidance and Counselling units. This again shows that the teachers did not agree that every member of the school community should benefit from the programme and its units do not have what it takes to meet their needs. In addition, ascription of low mean scores of 1.36 and 1.89 to items 17 and 19 which in turn specified that the programme is a necessity for teachers and its practitioners Motivate them to seek personal G and C support suggest outright disagreements. These, in fact, point to inadequate awareness of the programme's scope among teachers, incapacity of its units to serve them and dearth of briefings encouraging them to seek such support in schools.

Summary of Findings

Based on data analysis, foremost findings of this research are:

- There is partial consciousness of G and C functions among respondents, given restriction of its awareness to student support services and spaces.
- Teachers do not utilise G and C services as beneficiaries but buddies who refer students and parents to practitioners.
- Teachers lack the confidence to seek self-guidance and counselling aids from their school practitioners, but assuredly do at the programme's sessions when it concerns student and school matters.
- Respondents are primarily stirred to seek G and C aids due to availability of its units and importance of attaining successful developments of both students and school.
- They are not aware that every member of the school community can benefit from the programme's services.
- Teacher-support features are absent in schools' G and C units.
- They are not encouraged to seek G and C aids from their schools' practitioners.

DISCUSSION OF FINDINGS

This scholarly enquiry, which was set in selected Nigeria secondary schools looked at teachers' utilisation of guidance and counselling services thereof. Having answered five research questions and arrived at five major outcomes, research findings are discussed below.

The first research question which sought to ascertain the functions of guidance and counselling in Nigerian secondary schools has a high sectional mean score of 2.52. Whereas the respondents are aware of the functions of guidance and counselling to some extent, the consciousness is scanty though. The mean scores of 3.24 and 3.18, for instance, respectively exhibit that the programme provides support services for Nigerian secondary school students and its units are schools' support service centres. Nevertheless, some discrepancies are apparent in their rejoinders. With low scores of 1.72 and 1.94 being ascribed to items 2 and 3, it is evident that the respondents were not cognisant that guidance counsellors can also provide support services for teachers, staff, other members of the school community and the society in entirety. This findings negates the programme's basic principles which directs that: "Guidance and Counselling is for everyone. The service is not only for those with special handicaps(sic) but it is also meant for all "normal", developing children and adults." (Ojo and Rotimi, 2014

p. 24). Based on this development, there is a need for expansive deconstruction and re-definition of G and C boundaries.

Consequently, research question 2 sought how respondents utilised their schools' guidance and counselling services and ranked a high sectional mean score of 2.93. With individual mean scores of 3.74 and 3.15 being ascribed to teachers involvements in referring students and parents to school guidance counsellors, their synergy with practitioners can be described as unmistakable. This, however, is contrary to previous studies which found that teachers are indifferent towards guidance counsellors and do not permit their students to benefit from their activities as required (Egenti, 2018 and Anwuana, 2014). On the other hand, the low mean scores of 2.39 and 2.24 put down to teacher and self-referral show that teachers only utilise the programme when it has to do with students' and parents' support services. Frederickson and Cline (2009), have identified key stakeholders in education as: children, parents and schools. Even as it has been cited that teachers are the pivot on which general education stands, and their relevance to the success of all-encompassing schooling is so important that the world cannot afford to ignore them (Oladele and colleagues, 2016 and De Boer et al., 2011), the concept of meeting divergent needs of learners, schools and communities through G and C as recommended by Davis (2003), does not take those of teachers into account as confirmed.

The third research question that examined when teachers are confident to seek guidance and counselling aids from their school practitioners scored a high sectional mean rate of 3.14. Following consistent high mean values of 3.68, 3.56 and 3.14 centring on items: student matters, school matters and at school guidance and counselling unit sessions, it can thus be deduced that teachers are poised to collaborate with their schools' G and C practitioners in unit facilitations that are circumscribed to student and school concerns. Okeke (2003), has emphasised that guidance counsellors carry out placement, appraisal, information, counselling, orientation, follow-up, referral and research services in their personal social, educational and vocational functions. Whilst these services are usually delimited to adolescent secondary school students, it should also be kept in mind that one of the features of the programme is to offer activities that can assist individuals of all age clusters to achieve appropriate occupational choices, training and management at any point throughout their lives (Denga, 2011). However, with the low mean score of 1.69 allotted to item 10 which refers to personal matters, there is further evidence that teachers whose individual issues could interrupt their occupational advancements do not by omission or commission seek such help. This calls for reorientation of practitioners and entire school community.

The fourth research question was designed to identify what persuades secondary school teachers towards seeking personal guidance and counselling aids from their school practitioners. With a sectional mean score of 2.99, it becomes lucid that the respondents are happy to solicit such assistance. Conversely, attraction of high mean scores of 3.74, 3.70 and 2.55 to phrases: successful development of schools, successful development of students and availability of Guidance and Counselling units meant that their development did not spur them to seek such aids, but presence of G and C units as well as student and institutional target of school wellbeing. This is proven with low mean score of 1.99 being accredited to item 14 'Successful development of teachers' which illustrates that they disagree that the programme is necessary for their wellbeing. Elsewhere, it has been proposed that evaluation of G and C

programmes would not only support identification of attention-seeking areas for improvements, but also help practitioners find out whether their professional goals and objectives are being achieved for all beneficiaries (UNESCO, 2008 and 2007). As Davis (2003) argues, evaluation is inevitable if professional competency and efficacy of G and C must be justified and verified. Regrettably, it appears that more attention is paid to evaluation of the programme's resources without considering quality of services.

Research question five, which looked at what dissuades secondary school teachers from seeking personal guidance and counselling aids from their school practitioners earned a low sectional mean score of 1.77. It also ranked low individual mean scores of 2.00 and 1.36 from items 18 and 20 that enquired whether the programme was a necessity for every member of the school community and if respondents were enthused by teacher-support features of their schools' Guidance and Counselling units. Following disagreements with the items, there is a need for expansive G and C service and resource provisions. Zvobgo (2009), reveals that supply of adequate and appropriate resources can create a conducive environment that facilitates personal qualities of guidance counsellors and positive attitude of counselees for efficiency. This is equally accentuated by Kochhar (2003), who affirms that a guidance counsellor with sufficient and suitable resources is likely to be more confident, effective and productive.

On the other hand, low mean scores of 1.36 and 1.89 ascribed to items on whether the programme is a necessity for teachers and if its practitioners Motivate them to seek personal G and C support reveal disagreements. By implication, respondents have limited knowledge of G and C span, as well as not being informed about why they should and how they could benefit from it. This is incongruent with the earlier cited basic principles of the discipline, which ratifies identification of individual needs and revision of programme to meet such needs. Tsikati (2018), recognises pre- and in-service courses, seminars and workshops as helpful ways of preparing and acquainting those carrying out G and C functions with new curriculum. Routine skill development and short in-service training are also mentioned by Wambui (2015), who describes them as paramount steps for G and C practitioners' professional growth and development. If the scope of the programme is expanded beyond student service and practitioners retrained along this line, teachers' wellness and career productivity can be successfully attained.

Contribution to Knowledge and Practice

This study has updated existent literature by demonstrating how inclusiveness of guidance and counselling is consistently omitted in scholarship and practice. It also bridged a previously ignored gap by evincing that teachers are not making personal utilisation of their schools' guidance and counselling services. Following this work's revelation of some persuasive and dissuasive features that are behind this state of affairs, it is expected to join the band of studies that would continuously bring to the attention of guidance counsellors and every stakeholder, the need for an all-encompassing G and C service provisions for teachers and everyone.

CONCLUSION

The current work has made some findings by establishing that Nigerian secondary school teachers do not utilise school G and C services, but only partake in such activities in order to

fulfil occupational responsibilities to their students and schools. Following specific issues were equally identified.

- G and C functions are ordinarily delimited to students and parents.
- Teachers are cognizant of G and C facilities but unaware that they could be beneficiaries.
- Respondents mostly engage in G and C activities to serve students' and schools' interests.
- Teachers are not confident to seek guidance and counselling aids when it has to do with their developments, but for availability of the programme's spaces, students' progress and school advancements.
- While they were not stimulated to seek personal G and C help, the programme's units also lacked necessary teacher-support resources.

Recommendations

Recommendations are made below on the basis of research findings.

- There is a need for expansive deconstruction and re-definition of G and C and its boundaries. In addition to widening scholars' horizons, these would go a long way to further enlighten counsellors and counselees to understand their facilitation and participation responsibilities.
- Personal issues could interfere in the manner teachers do their jobs; hence, the need to include them in school G and C intervention processes for students' and teachers' betterments.
- Evaluation of G and C services should not be restricted to assessment of facilities and resources, but ought to consider whether the profession's principles are being met.
- Training of professionals should be continuous in order to encourage acquisition of novel ideas and improvements.
- Guidance counsellors should be allowed to focus on their duties to avoid burnout and evasion of responsibilities.
- Guidance counsellors should be creative enough to organise programmes that would encourage teachers, school and members of the community to ask for their help when necessary.
- Above all, practitioners should often apply professionalism in hosting students', teachers', staff' and other sessions in a confidential atmosphere and manner for overall good.

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