

ASSESSMENT OF THE EXTENT OF ACCEPTANCE OF GUIDANCE PROGRAMME AMONG THE PRINCIPALS IN ENUGU EDUCATION ZONE OF ENUGU STATE, NIGERIA

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ABSTRACT

The study aimed at finding out the extent of acceptance of guidance programmes among principals of secondary schools in the Enugu Education Zone. Two research questions as well as two hypotheses were used to give direction to the study. The 31 principals in the 31 public secondary schools in Enugu Education Zone constituted the population of the study. The Census research design was used to carry out the study with a questionnaire serving as the data collection instrument. Mean statistics was used to answer the research questions while a t-test was utilized to test the two hypotheses. Findings from the analysis of data revealed that the extent of acceptance of the Educational Guidance Programme among principals in Enugu Education Zone is low; the principals of secondary schools in Enugu Education Zone have not significantly accepted the vocational guidance programme; there is a low extent of acceptance of Personal-social Guidance Programme among principals in Enugu Education Zone; Results of the two hypotheses revealed that there is significant difference in the mean ratings of male and female principals' level of acceptance of Educational, Vocational and Personal-social Guidance Programme in Enugu Education Zone in favour of the male respondents . Based on the findings, the researcher recommended that the Association of Guidance Counsellors and other relevant organizations should come up with a well-thought-out campaign specifically targeting the principals of Enugu Educational Zone to scale up the level of acceptance of guidance programmes among the principals; in Enugu State Post Primary Schools Management Board (PPSMB) should make it mandatory for principals to significantly promote the activities of guidance programme in their schools. On an individual basis, guidance counsellors should endeavour to visit schools and talk with the principals to enhance their understanding of the programme and speed up their commitment to the promotion of guidance programmes in their schools.

Keywords; Assessment, Extent, Acceptance, Guidance Programme, Principal

1.0 INTRODUCTION

A school is an institutional place where people acquire knowledge through teaching and learning. It is a platform for stimulating and shaping the new generation for the great experiences of life. School plays a critical role in the actualization of the educational, vocational and personal-social aspirations of human beings. Failures in proper adjustment to all the facets mentioned could affect the education of young people and expose them to

environmental as well as personal problems that impede healthy development. To achieve these healthy lifelong developmental processes and experiences, the role of different stakeholders cannot be undermined in schools (Adebowale, 2012).

One of these stakeholders in an educational setting is school guidance counsellors who aid the accomplishment of school missions and visions of preparing and producing competent, healthy and productive young generations for a nation. The aims of guidance counselling programmes in schools are similar to the purposes of education in general which are targeted at assisting students in fulfilling their understanding of themselves and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence among others. School guidance and counselling programmes prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Wako, 2016).

The rationale for the implementation of guidance and counselling services to secondary school students is clear. The secondary school years are periods of academic, social, personal, emotional and intellectual growth for most adolescents. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their academic achievement can be improved and their overall development can be enhanced. More so, the increasing complexities in society, industrial and technological development, changes in the nation's educational policies and the increasing number of students require the provision of effective guidance and counselling services in our schools (Haregewoin & Yusuf, 2014). The essence of incorporating guidance and counselling into the school system was to eliminate the overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counsellors were appointed to take the responsibility for sensitizing students on the need for effective career choices.

School guidance counselling programmes were introduced to assist students to overcome the number of challenges they experience at home and at school. 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 the indiscipline in secondary schools caused by their children. Parents 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 modernization and urbanization stress students (Mikaye, 2012; Nziramasanga, 2009; UNESCO, 2012)

According to Egbochuku (2008), the aims of school guidance and counselling programmes include the provision of the following to the students:

- Opportunities to develop knowledge and appreciation of themselves and others;
- Opportunities to develop relationship skills, ethical standards, and a sense of responsibility;
- Opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs intents and abilities;

Information that would enable them to make decisions about life and career opportunities.

Generally, students are faced with the appropriate vocational choices, emotional inadequacy and social-personal problems. To overcome all forms of life inadequacies, guidance and counselling are very fundamental. It provides appropriate assistance to students to better understand and accept themselves, their personalities, endowment, their strengths and weaknesses, their attitudes and they're worth as unique individuals. This is the fundamental reason for the introduction of guidance and counselling services in schools (Arowolo, 2013).

Guidance and counselling in education along with instruction is an integral part of the educational system. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance the academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students (Eyo, Joshua & Esuong, 2010).

As an individual goes through the secondary level of education, he/she encounters, at times, situations which require him/her to take correct and appropriate educational, vocational and social decisions. Given that learners spend more time in learning institutions than at their homes, it is vital that schools have well-established and maintained guidance and counselling departments. Thus, the need for guidance counselling services in all learning institutions cannot be overstated. Globally, it is evident that learners at all levels of learning have needs that call for guidance counselling services, which if unattended could lead to numerous disciplinary issues and wastage. The ever-growing complexity of society coupled with social problems like HIV and AIDS and the rapid development of science and technology, place a heavy demand on education. The school as one of our most important social institutions is required to adapt quickly to these changing patterns and help prepare the citizens for tomorrow's challenges. Guidance counselling in the educational system has an important role to play in meeting these challenges. It aims at helping human beings; men and women alike, to develop their capacities to the fullest which include intellectual, social, physical and capacities (UNESCO, 2017;).

Guidance counselling programme, therefore, is a human-oriented programme, which is based on helping the individual to define and redefine his goals and aspirations in life pursuits for greater productivity. There are three major aspects of the guidance programme which help students succeed in their educational pursuits. This includes educational, vocational and personal-social guidance programmes. Educational guidance takes care of all issues associated with education as they relate to the physical environment of the school, the structural make-up of the school, activities within the school, students' intake, students' progress, and adaptability within the school. Vocational services assist individuals to choose occupations and prepare them to enter into them and make progress. It also involves services provided by the counsellor to assist students to start early enough to plan for a proper vocation in terms of their interests, abilities, aptitude, duration of training, sponsors, family and societal needs. While personal-social guidance programme helps students to take care of socio-personal problems relating to personality maladjustments. Thus, effectively managing and utilising these programmes in the school calls for adequate deployment of professionals

(counsellors) who have been trained academically to help their beneficiaries achieve maximally in spite of all limitations. A Guidance counsellor is professionally trained in the field of counselling to help clients or students who may be in need of such help (Egbo, 2008).

Specifically, she stated that the roles of Guidance Counsellors in secondary schools are as follows:

- Taking charge of establishing a school guidance programme.
- Coordinating the guidance programme in schools
- Define objectives of the school guidance programme for the benefit of the principals, teachers, parents and students.
- Helping to disseminate career information to the students
- Assisting parents in relating students' interests, attitudes and abilities to current future educational, and occupational opportunities and requirements.
- Providing counselling services to the students regarding their educational, vocational and personal social concerns.

This role of the school guidance counsellors in secondary school goes a long way to improve teaching and learning and the school environment in general based on the school principal's level of acceptance of the guidance programmes in the school, thus, the need for an evaluation of the secondary school principals level of acceptance.

Evaluation according to Ugwuja (2010) is the process of making value judgments or taking a decision about events, objects or their characteristics. Wetting in Efiog (2011) defines evaluation as the collection of information and judgment to facilitate planning, aid the improvement of programmes and meet accountability demands. Wigley (2010) observed that evaluation is a strong tool for the improvement of the teaching and learning environment. When the educational evaluation is properly carried out in an educational setting, a good mechanism for managing and monitoring learning has been put in place. (Akindetin, 2012) Therefore, the role of evaluation in the school setting can never be over-emphasized as it is an indispensable tool in the learning environment because it cuts across both the learner, the programme/curriculum, the teachers as well as the school principal.

Ugwuja (2010) noted that evaluation of the school principal is an effort directed towards maintenance of standards and strategy for maintenance of quality in an educational environment.

Wentting (2013) listed, planning, programme improvement and implementation as well as accountability as the purpose of principals and teacher evaluation.

The recent complex changes and educational trends in the world call for proper implementation of guidance and counselling services in Nigeria particularly in the school system. Some of these trends are unstable homes, poor academic performance, drug abuse, high-risk sexual exploitation, cultism; kidnapping etc of latest concern to the government and stakeholders of education is the trend where some graduates of primary and secondary schools are unable to pass common entrance examinations into secondary and tertiary levels with many of them making wrong choices in life. This trend calls for proper implementation

of Guidance and Counselling services in Nigeria, to remedy the sorry situation (Mogbo, Obumneke-Okeke and Anyachebelu, 2011)

The principals are no doubt very fundamental for an effective Guidance Programme in secondary schools. As heads of the schools, they are very critical to the success of Guidance and Counselling in the schools. They have numerous roles to play in making such programmes successful. Carew (2009) enumerated the role of principals in the provision of guidance and counselling services among which are to:-

- Encourage board participation.
- Arrange for guidance activities in the timetable.
- Recommend competent individuals for in-service training in guidance and counselling.
- Comment teachers and careers masters, and encourage them in their efforts
- Establish the procedure for student referrals.
- Provide dynamic stimulation and leadership.
- Provide for expenditure in the budget

Similarly, Boguwoje (2017) identified the following as the roles of the principals in ensuring the success of guidance programmes in secondary schools:

1. Interpreting the school's guidance programme to students, members of staff and the community in general.
2. Encouraging teachers to attend workshops and conferences on guidance and counselling.
3. Making provision for guidance services on the timetable for each class and seeing that such periods are appropriately used.
4. Vigorous administrative leadership for guidance.

As asserted earlier, the principles are very important to the success of the guidance programme. Their relevance is premised on their performance in the above-listed roles. Their performance in the roles goes a long way to show their level of acceptance of such programmes in their schools.

One critical argument in principals' acceptance of guidance programmes in their schools is the issue of gender. It is argued that significant differences exist in male and female principals' acceptance of guidance programmes. Some scholars contend that female principals tend to encourage the programs more than male principals while some other scholars argue otherwise. Brown (2013) contends that female principals are most likely to accept and promote guidance programmes more than males probably because of their very close affinity to children. On the other hand, Blake (2011) argued that male principals are more likely to encourage guidance programmes in their schools. The bottom line is that there is, no doubt, a serious need for principals to accept and effectively work for proper implementation of the guidance programmes in their schools for the benefit of the students.

Some related literature to the topic of research was carefully reviewed. The review gave credence to the fact that the principals are no doubt very critical in the introduction and

promotion of guidance programmes in schools. As heads of secondary schools, the principals are at a strategic position in making the guidance programme successful.

More so, the researcher reviewed pieces of literature as regards secondary school principals' level of acceptance of the various aspects of the school guidance programmes which include vocational guidance Educational guidance programmes and personal-social guidance programs and the principals' attitudes and acceptance of the guidance programmes in the secondary schools.

Furthermore, the dependent theory of acceptance and the Reception theory was embodied in the discussion of the theoretical framework. While the empirical studies reviewed a series of literature and studies in relation to this work. In such studies, the design sample, method of data collection and method of data analysis as well as the findings were reviewed.

More fundamental is the fact that the review revealed a gap that this study intends to fill. The gap is that studies are yet to evaluate the level of acceptance of guidance programmes with a specific focus on principals in the Enugu Education Zone, hence the need for this study to fill this knowledge gap.

2.0 STATEMENT OF THE PROBLEM

Over the years, the issues of wrong educational and vocational choices among secondary students have continued unabated. More so, students often find it difficult to deal with personal-social issues. This calls to question the implementation of guidance programmes in schools. This is because the proper implementation of guidance programmes in schools can help to curtail such anomalies among students. The principals who are the heads of secondary schools are expected to play a critical role in the implementation of guidance programmes in their schools. The starting point is their acceptance of the programmes.

The school principal can help to provide financial and material needs for the guidance programmes but on the contrary, these needs and funds are not provided thus, posing a great challenge for the school guidance counsellor to carry out the counselling programmes effectively.

Moreso, it has been observed in many secondary schools today that little or no time is allotted to the school guidance programmes, thus, the school counsellor is charged with performing other functions in the school outside the counselling programmes, such a situation goes a long way to indicate the school principals level of acceptance and regards for the school guidance programmes.

Finally, it is expected that guidance programmes should facilitate normal development and prevent frustrations, anxiety and obnoxious behaviour which are a major concern in our secondary schools, rather than experiencing positive outcomes, students have continued to show incessant maladaptive behaviour leading to serious societal problems such as insurgencies and economic vandalism, as eminent today. To this end, the researcher expresses doubts over the availability of efficient guidance programmes and the school principal's acceptance and implementation of guidance programmes in secondary schools. It is consequent on the above that this study is carried out.

It is consequent on the above that this study was carried out to evaluate the level of acceptance of guidance programmes among principals in the Enugu education zone.

2.1 Purpose of the Study

1. Ascertain the extent of acceptance of the guidance programme among principals of secondary schools in the Enugu Education Zone.
2. Ascertain the extent of acceptance of vocational guidance programmes among principals of secondary Schools in Enugu

2.2 Research Questions

1. What is the extent of acceptance of educational guidance programmes among principals of secondary schools in the Enugu Education Zone?
2. What is the extent of acceptance of vocational guidance programmes among principals of secondary Schools in the Enugu Education Zone?

2.3 Research Hypotheses

The following hypotheses guided the study. They are tested at a 0.5 level of significance

HO1: There is no significant difference in the mean scores of male and female principals' on the extent of acceptance of educational guidance programmes in the Enugu education zone.

HO2: There is no significant difference in the mean scores of male and female principals' on the extent of acceptance of the guidance programme in the Enugu Education Zone

3.0 METHOD

The researcher adopted a census survey research design for this study, according to Idoko (2011) census survey research design is one in which data is collected from every member of the target population. The census survey research design is therefore considered most appropriate for this study because it allows the researcher to collect the original data and describe their conditions as they exist in their natural setting. It provides complete data on the population under study and gives a higher degree of accuracy in data. The study was carried out in Enugu State. Enugu State is one of the thirty-six states in Nigeria.

Specifically, this study was Education Zone of Enugu State. Enugu Education Zone comprises 3 Local Government Areas in Enugu State. They are Enugu-North, Enugu-East and Isi Uzo Local Government Area.

The population for the study comprise the principals of the 31 public secondary schools in the Enugu Education Zone constituted the population of this study. The Enugu Education Zone is comprised of three local government areas, namely Enugu-North, Enugu-East, and Isi-Uzo LGAs with 31 public secondary schools.

The Census population of 31 principals in Enugu Education Zone participated in the study, thus, no sampling was done. The entire population is manageable for the study. Therefore, since 31 principals are manageable population sizes, the researcher studied the entire

constituents of the population. This means that the 31 principals in Enugu Education Zone were studied. This is because, in a census study where every member of the population is included, a sampling technique is not needed (Blake, 2014)

The researcher used a self-made questionnaire as the data collection instrument for data collection. The questionnaire is designed and titled "Assessment of the extent of Acceptance of Guidance Programme among principals (AEAGPP)." The questionnaire is divided into two (2) sections-sections A and B. Section A aimed at getting the demographic details/bio-data of the respondents, section B is divided into 2 clusters and structured in line with the research questions. Clusters 1 and 2 have 8 and 10 items respectively making a total of 18 items in the questionnaire. The items in section B were structured on a 4-point scale of Very Great Extent (4), Great Extent (3), Little Extent (2), and Very Little Extent (1). The instrument was validated by three experts, two from the Guidance and Counselling Department and one from the Measurement and Evaluation Department all from the Faculty of Education, Enugu State University of Science and Technology ESUT. They made relevant corrections which were necessary to ensure that the items effectively addressed the objectives of the study without any ambiguities.

To ascertain the reliability of the questionnaire, the researcher conducted a pilot study using 10 copies of the approved questionnaire on 10 principals in the Agbani Education Zone. After two weeks, the exercise was repeated with the same respondents to check for consistency of measurement. The data collected was analysed using Cronbach's Alpha statistic. This was done through the use of computer-based statistical software known as Statistical Package for Social Sciences (SPSS) version 18. The results showed Alpha Coefficients for the 2 clusters as .86 for cluster 1, and .87 for cluster 2. While the overall reliability index stood at .91 indicating that the instrument is reliable and suitable for the study.

Thirty-one (31) copies of the instrument were distributed to the respondents with the help of three research assistants. The instrument, all 31 distributed copies of the questionnaires were retrieved.

The researcher used Mean and Standard Deviation scores to analyze the data for the research questions. The responses to items in the questionnaire will be assigned the following values:

Very Great Extent	(VHE)	3.5	- 4.00
Great Extent	(GE)	2.5	- 3.4
Little Extent	(LE)	1.5	- 2.4
Very Little Extent	(VLE)	0.1	- 1.4

The researcher set 2.50 as the basis for acceptance. The implication is that a mean score that is up to 2.50 is interpreted as a Great Extent while a mean score below 2.50 was interpreted as a Little Extent. The criterion of 2.50 was established by dividing the sum of the weights by 4. In each subset, a grand mean was established and compared with the criterion means and interpreted accordingly.

The two (2) null hypotheses were tested with the t-test at the 0.05 level of significance. When the calculated t-value is equal to or more than the critical value, the hypothesis was rejected but when the calculated t-value is less than the critical value, the hypothesis is not rejected.

4.0 RESULTS

Here, the collected data were carefully presented, analyzed, and interpreted by the researcher. Data analyzed were presented in tables and SPSS was used to carry out the analysis.

Research Question One

What is the extent of acceptance of educational guidance programs among principals of secondary schools in the Enugu Education Zone?

Table 1: Mean score responses of principals' extent of acceptance of educational guidance program in Enugu Education Zone

S/N	ITEM	\bar{X}	SD	DEC
1	Guiding students in the utilization of academic facilities	1.90	0.94	LE
2	Helping students in their choice of subjects	2.09	1.01	LE
3	Improving students' attendance of classes	1.80	1.04	LE
4	Improving students' study habits	1.58	0.80	LE
5	Helping students to recall what they have read	1.80	0.90	LE
6	Guiding students in taking examinations	1.48	0.81	LE
7	Helping students in their choice of schools for further studies	1.77	0.95	LE
8	Helping students in time management for academic purposes	2.16	1.03	LE
	Grand Mean	1.82	0.93	LE

The results from the analysis of data as presented in Table 1 above show that no item had a mean rating, above 2.50. The grand mean rating (1.82) was not also up to the benchmark of 2.50 on this basis, the researcher concluded that there is a low extent of acceptance of educational guidance programmes among principals in the Enugu Education Zone.

Research Question Two

What is the extent of acceptance of vocational guidance programmes among principals of secondary Schools in the Enugu Education Zone?

Table 2: Mean score responses of principals' level of acceptance of vocational guidance programme in Enugu Education Zone

S/N	ITEM	\bar{X}	SD	DEC
9	Guiding students in their choice of vocation	1.70	0.93	LE
10	Guiding students in their choice of vocational training institutions	1.70	0.82	LE
11	Helping students to know the qualification for training in their chosen vocation	1.96	1.01	LE
12	Helping students to know the duration of training in their chosen vocation	1.96	0.87	LE
13	Helping students to understand the different areas of specialization in their chosen vocation	2.16	1.03	LE
14	Familiarizing the students with job opportunities in their chosen vocation	1.51	0.81	LE
15	Helping students to know the nature of remuneration in their chosen vocation	1.83	0.93	LE
16	Making students to know the progression level in their chosen vocation	1.67	0.79	LE
17	Helping students to understand the job hazards in their chosen vocation	1.80	0.79	LE
18	Helping students know the skills required in the chosen vocation	1.90	0.94	LE
	Grand Mean	1.82	0.90	LE

Based on the analysis presented in Table 2 above, all 10 items had mean ratings that were below the benchmark of 2.50. Even the grand mean rating (1.82) fell short of 2.50. Accordingly, the researcher concluded that the extent of acceptance of vocational guidance programmes among principals in the Enugu Education Zone is low.

Test of Hypothesis One

H01: There is no significant difference in the mean ratings of male and female principals' on the extent of acceptance of educational guidance programs in the Enugu Education Zone.

Table 4: t-test analysis for hypothesis 1

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	22.331	.000	-4.916	29	.000	-1.24602	.25346	-1.76441	-.72763	
Equal variances not assumed			-6.645	19.563	.000	-1.24602	.18751	-1.63773	-.85432	

Results from the analysis as presented in Table 4 above show that the p. value (0.000) is less than 0.05 (p-value <0.05). In line with the decision rule, the null hypothesis is rejected while the alternate is accepted. This implies that there is a significant difference in the mean ratings of male and female principals' extent of acceptance of educational guidance programmes in the Enugu education zone in favour of the male respondents.

H02: There is no significant difference in the mean ratings of male and female principals' acceptance of vocational guidance programmes in the Enugu Education Zone.

Table 4: t-test analysis for hypothesis 2

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	

Equal variances assumed	17.179	.000	-5.455	29	.000	-1.25182	.22948	-1.72117	-.78247
Equal variances not assumed			-7.382	19.439	.000	-1.25182	.16958	-1.60621	-.89743

The result from the analysis as presented in table 5 above shows that the p. value (0.000) is less than 0.05 (p-value <0.05). Based on the decision rule, the null hypothesis is rejected while the alternate is accepted. This implies that there is a significant difference in the mean ratings of male and female principals’ extent of acceptance of vocational guidance programmes in the Enugu education zone in favour of the male respondents.

5.0 SUMMARY OF FINDINGS

After the analysis of data with reference to the three research questions as well as the three hypotheses, the researcher made the following findings

1. The level of acceptance of educational guidance programmes among principals in the Enugu Education Zone is low.
2. The principals of secondary schools in the Enugu Education Zone have not significantly accepted the vocational guidance programme.
3. There is a significant difference in the mean ratings of male and female principals’ level of acceptance of educational guidance programmes in the Enugu Education Zone.
4. There is a significant difference in the mean ratings of male and female principals’ level of acceptance of vocational guidance programmes in the Enugu Education Zone.

5.1 Discussion of the Findings

The finding of research question 1 showed that there is a low level of acceptance of educational guidance programmes among principals in the Enugu Education Zone, thus students are faced with difficulty in choosing the choice of subjects, attendance to classes, study habits, time management, utilization of academic facilities and even exam preparation. This finding is in agreement with Nwamba (2011) who stated that educational guidance services are important as a means to mitigate problems faced by pupils and students. Kochhar (2016) also noted there is better learner achievement with a healthy educational guidance system in the schools for learners. Therefore, there is need for an increased acceptance of educational guidance programmes by secondary school principals in the Enugu Education Zone.

The findings of research question 2 revealed that the principals of secondary schools in Enugu Education Zone have not significant accepted the vocational guidance programme, thus, priority is not given to providing the students in making appropriate vocational choices this finding is in consonance with the emphasis of Dunford (2013) that vocational guidance

assists learners both those with disabilities, to select suitable vocations according to an individual's strengths, limitations educational and professional qualification. Conclusion

Results from this study revealed that three aspects of guidance programmes educational vocational and personal social guidance programmes are not significantly embraced by principals of secondary schools in the Enugu education zone. This revelation calls for serious action to be taken in this regard to scale up the principal's level of acceptance of guidance programmes in their various schools in the Enugu Education Zone.

6.0 RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the following

1. The Enugu State Post Primary Schools Management Board (PPSMB) should make it mandatory for principals to significantly promote the activities of guidance programmes in their schools
2. Association of Guidance Counsellors and other relevant organisations should come up with a well-thought-out campaign specifically targeting the principals of Enugu Educational Zone to scale up the level of acceptance of the guidance programme among the principals.
3. On an individual basis, guidance counsellors should endeavour to visit schools and talk with the principals to enhance their understanding of the programme and scale up their commitment to the promotion of guidance programmes in their schools.

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