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Guidance and Counselling Services as a Coping Strategy for Inculcating the Consciousness of Peace, Conflict Resolution and National Security among Secondary School Youths in Anambra State, Nigeria

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Abstract

This study focused on the role of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. The study employed the descriptive survey research design. Three research questions were formulated to guide the study. The proportionate random sampling technique was used in selection of 50% of 127 counsellors, out of 254 guidance counsellors in the 254 public secondary schools within the six education zones in the Anambra State. A questionnaire designed on a 4 Likert type scale was used in the study. Data was analyzed using frequency distribution, mean score ($\bar{X}$), grand mean and standard deviation (SD). Among the findings and the results revealed that effective utilization of G/C services inculcated in the youths' the spirit of consciousness that promoted peace, conflict resolutions and national security owing to the fact that there are challenges to effective utilization of G/C

services in the school as highlighted in the study. From the findings of the study recommendations were proffered which include that there should be adequate funding and support of G/C services/activities in the secondary schools by the federal, state and local governments and other financial institutions; there must be sufficient funds for the provision of equipments, infrastructure and facilities for G/C services in the school; school administrators should effectively support G/C activities in the school and also ensure that adequate time is allocated for counsellors and students; likewise constant and continuous staff training, retraining and development programmes should be encouraged in order to build the capacity of counsellors.

Introduction

The role of guidance and counselling (G/C) services in the school system cannot be overemphasized. G/C services have always played a leading role in terms of child's development and improvement. For this reason, G/C services are sine qua non to child's development. According to Modo; Sanni; Uwah and Mogbo (2013) G/C is one of the educational services that promotes the effectiveness of the educational system for goals attainment and guiding learners through the learning process. This is in line with the goals of educational services as contained in the National Policy of Education (2004) which are to "facilitate the implementation of the educational policy; the attainment of policy goals and the promotion of effectiveness of educational system; and make learning experiences more meaningful for children". Okobiah and Okorodudu (2006) highlighted that Guidance and Counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments. In this paper, the focus is on the inculcating and raising the spirit of consciousness of peace, conflict resolution and national security among secondary school youths through the proper utilization of the services of guidance and counselling programmes in secondary schools.

Esen (1998) says that guidance and counselling is aimed primarily at assisting the receiver to discover his own hidden strengths and ultimately grow in independence and ability to take his own decisions, make choices or adjustments unaided. Furthermore Nwachuku (2007) summarizes the definition of guidance and counselling as Research on Humanities and Social Sciences as:

> a systematic and organized educational helping service, professionally given by a professionally trained counsellor or therapists to a learner of any age, within or outside the school walls at appropriate level. The essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weaknesses, to live a maximum productive life.

Apart from controlling deviant behavior and other delinquencies among youth; G/C services can be utilized effectively as coping strategy to inculcate the spirit of consciousness that assisted in enhancement of peace, conflict resolution and national security among youths. Nwafor (2013) highlighted that the consciousness of peace, conflict resolution and national security involves the absence of conflict or violence at a particular time and place which evokes the climate of freedom from fear, intimidation and harassment, oppression and brutalization by external forces or agents. Being aware of the importance of peace and conflict resolution in the society as an instrument for national security, various World congresses have acknowledged this in their agreements. For instance, the resolutions endorsed during the World Congress of Education International - EI affirms the right to peace and pledges its support for the peaceful resolution of conflicts and practice of non-violence through peace education, dialogue and cooperation (Education International – EI, 1998). Similarly, in 1995, the Beijing Platform of Action also recognized peace education not only as a human right but also as an

essential tool for achieving the goals of equality, development and peace (Education International – EI, 1998). Umar (2013) also identified the importance of utilizing guidance and counselling (G/C) services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security as one that involves: helping youths to deal with real life issues that affects their lives and society in general; preparing youths for adulthood; inculcating in youths the spirit of unity, nationality and patriotism; preparing youths for effective adult life that cherishes and promotes harmonious relationship among members of the society so that they will enter into adulthood with skills necessary to prevent conflict peacefully; instilling in youth appropriate value and skills in order to enhance their moral development; equip youths with the knowledge and skills that will help bring about peace through better understanding; and inculcating into youths such value like compassion, integrity, hope, justice, unity, gender fairness, caring for life, sharing, reconciliation and active non-violence.

Crawford and Bodine (1996) likewise identified that the consciousness of peace and national security was introduced in American schools in order to fulfil their mission of educating youth and preparing them to function effectively in adult society, therefore, American schools must first be safe places. Conflict resolution programmes can likewise help schools promote both the individual behavioural change necessary for responsible citizenship and the systemic change necessary for a safe learning environment. Francis (2009) opined that conflict resolution is seen as a variety of approaches aimed at terminating conflicts through the constructive peaceful solving of problems which includes negotiation, facilitation, conciliation, mediation and brokerage. Okolie-Osemene (2012) describes peace consciousness as the process of acquiring the skills, values and knowledge that promote harmonious relationships among people in the society. Where the contents of peace consciousness are inculcated and imbibed as well as are practiced by the individuals, there will be appreciable level of development. A situation where a society is free from crises and crimes, national security would be

facilitated. However, the potentials of peace consciousness as highlighted by Education International (1998) includes that: peace consciousness makes it possible for people from all walks of life to be enlightened on issues that concerns peace, conflict resolutions, violence and even crisis as well as their connection. This will make it possible for them to appreciate peace which connotes more than a mere absence of hostilities, but rather an absence of conflict. This consciousness inculcates and exposes one to apply the rightful problem-solving approaches and processes of resolving conflicts, disputes and disagreement. Conflict resolution occurs when individuals change from being adversaries in a face-to-face confrontation to being partners in a side-by side search for a fair agreement that is advantageous to both parties. To promote the consciousness of national security and development in all societies, there must be peace consciousness which promotes an atmosphere of tolerance, equality, social justice, democracy, literacy, respect and dignity for all harmony, non-violence, respect for workers' rights and core labour standards, respect for children rights and fundamental human rights, equality between men and women, cultural identity and diversity, indigenous peoples and minorities rights, the preservation of the natural environment and fairness, co-existence and mutual development.

An atmosphere where people are aware of their individual differences and learn to understand, relate and accommodate one another and also willing to live and work together. An environment that has promoted the consciousness of peace into the youth as to be number one is always free of crimes such as kidnapping, armed robbery, theft, corruption, child-abuse, drug trafficking, discrimination, political thuggery, electoral malpractices, murder, terrorism, religious rivalry, etc. children should be taught in school how to think and be critical about issues. They should be exposed to such issues and events that help in promoting peace in the society and the means of exhibiting the spirit of nationality and patriotism in them. The spirit of consciousness of peace could be inculcated in the youths by their various guidance counsellors when they relate together in their counselling (Nwafor,

2013). The absence of consciousness of peace means absence of national security likewise the existence of peace invariably means the existence of national security. Wherever conflicts is resolved amicably and peace is maintained, national security is however achieved. National security as described by Francis (2009) deals with survival and the conditions of human existence which includes peace, development and justice because the absence of all these creates the conditions for conflict and national insecurity. To inculcate the consciousness of peace, conflict resolution and national security among secondary school youths; one way of doing so is through effective utilization of G/C services. Guidance and counselling (G/C) services therefore, is a human oriented programme, which is based on helping the individual to define and redefined his goals and aspirations in life pursuits for greater productivity. Modo; Sanni; Uwah and Mogbo (2013) identified three major G/C programmes which helps students succeed in their educational pursuit. This includes educational, vocational and personal-social services/programmes. The educational services in guidance and counseling 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 in take, students progress, and adaptability within the school (Olayinka, 1999 & Egbule, 2006). Vocational services assist individuals to choose occupation and prepare them to enter into it and make progress. It also involves services provided by the counsellor to assist students start early enough to plan for proper vocation in terms of their interest, abilities, aptitude, and duration of training, sponsors, family and societal needs (Egbule, 2006). While personal-social guidance and counselling services help the students' to take care of socio-personal problems relating to personality maladjustments (Ugwuebulem and Igbokwe, 1996). Therefore, to effectively manage and utilize these programmes in the school calls for adequate deployment of professionals (counsellors) that have been trained academically to help their beneficiaries achieve maximally in spite of all limitations. Modo and Inaja (2010) have defined the counsellor as one that is

professionally trained in the field of counselling to help clients or students who may be in need of such help. Denga (2001) sees the counsellor as manager of a project that manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large. Equally, the counsellor needs to acquire wealth of experiences through continuous training and development in order to facilitate/inculcate the spirit of consciousness for peace, conflict resolution and national security into learners (Okobiah, 2006).

Despite all the benefits, programmes and counsellors' roles in G/C, there are challenges that affect effective utilization of G/C services in the secondary schools. This includes the use of non-professionals in G/C services as a result of inadequate counsellors; poor utilization of ICTs in G/C services; inadequate continuous staff training and development; inadequate time allocated to counselling services; shortage of facilities and equipment for G/C services; etc. Yu-chin and Yung-Chieh (2012); Crosswhite and Kerpelman (2009); Ogu and Odimba (2010) and Umoh (2000) identified the following as challenges to effective utilization of G/C services in the school system, such included: inadequate counsellors and non-professionals in the schools; poor incorporation of ICT in counselling system and lack of effective use of other evaluation services through Computer Assisted Testing system (CAT); negligence on the part of parents; inadequate and lack of consistency in the use of orientation service and diagnostic and appraisal service by counsellors; and inadequate staff training and development programmes for school counsellors.

When all the above listed has been resolved, then G/C could effectively be utilized as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. Thus, the present study tried to examine the relevance of utilizing effective G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State through effective utilization of guidance and

counselling services. To achieve this, the researcher examined the relevance, areas necessary for utilization of G/C services and challenges to effective utilization of G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

Statement of the problem

The recent happenings in the Nigerian society as regards to crimes and crises has drawn attention from various education stakeholders to provide new means of promoting peace and national security in the society. Igbuzor (2011) highlighted that "there is no doubt that many people are angry about the situation of conflict, insecurity and underdevelopment of Africa". Rabiu and Muhammad (2013) further highlighted that the current national crises and violence Nigeria has been facing since 2003/2004 which includes the issue of Boko Haram Insurgency, Niger Delta militancy, armed robbery, Odua People Congress xenophobic strife, corruption, ethnicity, tribal conflicts, negative political/electoral tendencies, etc, constitutes the major hindrance to national security/unity, peace and conflict resolution in Nigeria, drawing agitations for better living conditions across regions and likewise calling for peace and national security throughout regions.

Observations have also shown through the recent happenings globally including in the Nigerian society that youths are also involved in perpetrating crimes and executing crises in the society. This according to the Educational International - EI (1998) includes: political wars and crises, social crimes e.g. kidnapping, theft, murder, etc, conflicts, religious rivalries and many more which poses a great threat to peace, conflict resolutions, economic progress/security, national development and national security. G/C services introduced in education should help to build into learners (students) that level of consciousness which enables them to be prepared to take actions within organizational context. Nwafor (2013) identifying the importance of peace and national security opined that the present Nigerian situation which is constantly threatened by security challenges in different parts of the

country, it is therefore germane that G/C services be utilized effectively. Therefore, the need to identify the role and importance G/C services as coping strategy for inculcating peace, conflict resolution and national security among secondary school youths' in Anambra State is the problem of this study.

Purpose of the study

The main purpose of this study was to examine the role of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. Specifically, the study seeks to determine the following:

1. To determine the relevance of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

2. To determine the programmes which could effectively be utilized by G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

3. To identify challenges to effective utilization of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

Research questions

The following research questions guided the study.

1. What are the relevance and importance of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State?

2. What are the programmes which could effectively be utilized by G/C services as coping strategy for inculcating the

consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State?

3. What are the challenges to effective utilization of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State?

Methodology

The study employed the descriptive survey research design. The study population consisted of all the G/C counsellors in the 254 secondary schools within the six education zones in Anambra State; which constituted a total of 254 counsellors according to the Department of Planning, Research and Statistics, Anambra State Post-Primary Education Board (November, 2013). The sample size of the study was selected using the proportionate random sampling technique in order to select 127 counsellors from the entire study population of the public secondary schools within the six education zones in Anambra State. The sample represented 50% of the entire population of the study.

A Questionnaire containing 31 items was the major research instrument used for data collection. This instrument was constructed/designed by the researcher and labelled: Guidance and Counselling Services in Secondary Schools as coping strategy for Inculcating the Consciousness of Peace, Conflict Resolution and National Security among Youths' in Anambra State Questionnaire (GCSSSICPCRNSYASQ). The items on the questionnaire were structured on a modified Likert type 4-point scale weighted as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) - 1. The instrument was also validated by two experts in Guidance and Counselling Department; Measurement and Evaluation Department from University of Port- Harcourt, Rivers State, who collated each item in the questionnaire in line with the purpose of the study and research questions. The corrections and modifications done by the experts on some items in the instrument were effected and incorporated before distribution of the instrument.

For reliability of the instrument, a pilot-testing was carried out using 20 counsellors from 20 public secondary schools in Delta State, after which the results were collated and measured using the cronbach alpha formula. The reliability coefficient of the instrument was r = 0.75 showing that the instrument was significant and its reliability guaranteed. The final copies of the instruments were distributed to the participants using two research assistants who were trained by the researcher on how to communicate on a personal, face to face, hand delivery contact with the participants. These researcher assistants waited for the respondents to fill the questionnaires and retrieved them on the spot (immediately). Data collected was analyzed using Frequency Distribution, Mean Score ($\overline{X}$), Grand Mean and Standard Deviation (SD). Only the mean score of 2.50 and above was accepted while mean score below 2.50 was not accepted.

Results

Results in Table 1 revealed that items 5, 9, 13 and 14 scored below 2.50, indicating a strong disagreement with the statements, while all other items in the table scored above 2.50 indicating a strong agreement with the statements by the respondents. The grand mean of 2.98 indicated respondents responses on the relevance and importance of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

In table 2, the results revealed that all the items in the table from 15 to 23 scored above 2.50 indicating a strong agreement with the statements by the respondents. The grand mean of 3.42 shows that the responses were strongly acceptable by the respondents, which indicated the programmes which could effectively be utilized by G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

Results presented in table 3 showed that all the items from 24 to 30 scored high and were rated highly, above 2.50, indicating a strong

agreement with the statements by the participants while item 31 rated below the acceptable mean of 2.50 indicating strong disagreement with the statement. The grand mean of 3.11 shows the responses were strongly acceptable which revealed the challenges to effective utilization of guidance and counseling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. Please refer to the tables (1-3) included below.

Discussion

The results from the research questions revealed that generally G/C services could effectively be utilized as coping strategy for inculcating the consciousness of peace, conflict resolution and national security owing to the recent happenings in the society where terrorism, kidnapping, suicide bombing, armed robbery and all other social vices has become the other of the day. Igbuzor (2011) further highlighted that through G/C services the values of peace, conflict resolution and national security which include among other things respect for life, sharing with others, rejection of violence, sense of justice, listening ability and solidarity would be inculcated into early stages of educational process to enable learners imbibe the right values that will guide them throughout life time. With effective G/C services in the secondary schools, youths' will imbibe such consciousness that will equip them with the rightful skills that promotes tolerance, harmonious relationships, peaceful co-existence, good citizenship, environmental sustainability and national security. Although, there are challenges to effective utilization of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State which has been highlighted in table 3. The findings of the study from table 1 also revealed the relevance and importance of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. This relevance and importance included that G/C services inculcated such

consciousness and skills that assisted youths' to achieve peaceful negotiation and reconciliation skills; acquire the consciousness to will enable them become useful members of the society; enable youths' understand their environment and real life issues as it affect their lives and future; instil the consciousness that enable them build good human and harmonious relationships; equip the youths with the knowledge and skills that will help bring about peace through better understanding; enable youths acquire constructive peaceful problem solving skills that promotes national security; inculcates in the youth the consciousness for managing conflicts without resorting to violence for national security; inculcates the consciousness that facilitated national security and develop non-violent conflict resolution skills and spirit of commitment to working to realize a shared and preferred future; and likewise enables learners to explore the root causes of conflicts having known humanitarian and human rights. The results also revealed that this strategy did not inculcate in the youths' such consciousness of aggressive and violence tendency that promoted crises or disobedience to laws, rules and regulations; and exposing youths' to awareness of conflicts, crises and violence that will jeopardize their lives and future in order to disenchant national security. This agrees with statements of Umar (2013) as earlier highlighted in the paper and Akpan (2010) who highlighted that G/C services as "an educational service seeks to provide the school child opportunity to obtain holistic educational development that prepares him for functional life." Ipaye (1990) sees guidance and counselling from educational perspective as those experiences that help pupils to understand themselves, accept themselves and live effectively in their society.

According to Kester (2009) teaching the principles of peace through G/C would also build in every learner the universal values and behaviours on which a culture of peace is predicated, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future. It also enables learners to be able to explore the root causes of conflict, knowing humanitarian and human rights law, envisioning

alternative structures of security, and learning skills for managing micro / macro conflicts without resorting to violence. Education for peace seeks to foster peaceful personal attitudes, behaviours, skills and capacities. Table 2 also revealed the programmes which could effectively be utilized by G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. These programmes as identified from the findings of the study included: career guidance and exploration programmes that boosted national security; programmes that inculcated in the youths' the consciousness of true patriotism, tolerance, nationality, self-dedication, good citizenship, the spirit of social justice, democracy, respect for human rights/life and dignity for all; programmes that enable youths' manage crises including other social issues, build good human and harmonious relationships among youths' and aid peaceful co-existence; and likewise programmes that helps to correct youths' delinquent issues. This is in line with the statement of Egbule (2006) who goes further in identifying the imperatives of the programmes offered under vocational guidance and counselling in the school system and this includes: helping students understand themselves in terms of their abilities, aptitudes and interests; providing students with broader views about the world of work; enhancing students awareness of the various options opened to them and given them the confidence that they can make a reasonable choice from the various options available; developing in the students the concept of variety of roles in the society; and developing the spirit of job satisfaction and motivation as well as self actualization in the students after a choice of career has been made. Therefore, G/C services offer programmes that inculcates in youths' appropriate consciousness and skills that promotes peace, conflict resolutions and national security.

Findings from Table 3 further revealed the challenges to effective utilization of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. These challenges included: inadequate infrastructure or support

facilities needed to improve G/C services; unsupportive school administrators in matters concerning G/C; inadequate time allocated to G/C services in the school; lack of funds and lack of effective use of professionals in G/C services; poor/inadequate staff training, retraining and development programmes for building capacity of counsellors; and lack of ICT skills and its effective utilization for school counsellors. However, the findings of the study also revealed that non-challant attitude of school counsellors towards G/C activities was not a challenge to effective utilization of guidance and counselling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State. However, Nwabuoku and Ijeh (1999) identified the general problems of organizing G/C programmes in the Nigerian schools as: inadequate trained personnel; ineffective application of ICTs in counselling services; lack of full time counsellors to develop the school guidance programmes; poor organization of G/C activities in the school as a result of no allocation of time to guidance activities; lack of guidance facilities such as accommodations, equipments, etc; lack of funds for organization of G/C activities in schools by government; poor attitude of both principals, teachers and Ministry/Board of Education officials towards G/C; difficulty in obtaining information and failure to implement guidance programme in schools due to the fact that staff have refused to acknowledge the usefulness of a counsellor and make all efforts towards effective G/C activities thwarted. If computers are employed the counsellor services such as information services, appraisal and diagnostic services, general services, orientation service, will be more effective (Ogunsanmi, 2004). However, when all this challenges have been tackled, then G/C will not only serve as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State but throughout the Nigerian schools. Thus, calls the need to effectively utilize G/C services in the secondary schools.

Conclusion

The study has examined the role of guidance and counselling services in secondary schools as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among youths' in Anambra State. Generally, indications from the discussions in the study revealed that G/C services when effectively utilized could be used to inculcate in the youths' such consciousness that enhanced peace, conflict resolution and national security. However, the relevance/importance of G/C services in both the education sector and country is as magnanimous as highlighted in the study, in the sense that, it will bring about peaceful and harmonious relationships in the society. Therefore, the need arises for effective management of secondary education in Anambra State through proper utilization of G/C services for the consciousness of peace, conflict resolution and national security.

Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. There should be adequate funding and support of G/C services/activities in the secondary schools by the federal, state and local governments and other financial institutions.

2. This funding must be sufficient for the provision of equipments, infrastructure and facilities for G/C services in the school.

3. School administrators should effectively support G/C activities in the school and also ensure that adequate time is being allocated for counsellors and students.

4. There should be constant and continuous staff training, retraining and development programmes in order to build the capacity of counsellors. However, counsellors should be exposed to new technological means (e.g. ICT applications) in order to aid effective utilization of G/C services in the school and strengthen communication with students.

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Table 1: Frequency Distribution, Mean ($\overline{X}$) Scores, Grand Mean ($\overline{X}$) and Standard Deviation (SD) on the relevance and importance of guidance and counseling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

N = 127

S/N	ITEMS	SA	A	D	SD	MEAN ($\overline{X}$)	ST.D	DECISION
1	G/C inculcates in youths' the consciousness that will help them achieve peaceful negotiation and reconciliation skills to solve problems.	87	26	6	8	3.51	0.85	Agree
2	Inculcates in the youths' the consciousness to become useful members of the society that promotes tolerances and national security.	90	27	7	3	3.61	0.70	Agree
3	G/C enables youths' to understand their environment and real life issues as it affects their lives.	74	44	4	5	3.47	0.74	Agree
4	G/C as coping strategy instills in the youth the consciousness of appropriate values and skills that will enable them build good human and harmonious relationships.	81	35	5	6	3.50	0.78	Agree
5	It makes youths' acquire consciousness that will make them aggressive and intolerable during situation of crisis.	9	7	44	67	1.67	0.87	Disagree
6	Equips them with the knowledge and skills that helps bring about peace through better understanding.	78	33	9	7	3.43	0.85	Agree
7	Enables them acquire constructive peaceful	87	23	11	6	3.50	0.84	Agree

	means of solving problems that promotes national security.							
8	Inculcates in youth the consciousness for managing conflicts and accommodative without resorting to violence for national security.	58	45	13	11	3.18	0.93	Agree
9	Encourages youths' to possess violence tendencies that promotes crisis.	5	3	76	43	1.76	0.68	Disagree
10	Inculcates in the youths' appreciable level of development that facilitates national security.	75	37	7	8	3.41	0.85	Agree
11	Enables youths' develop non-violent conflict resolution skills and a spirit of commitment to working to realize a shared and preferred.	83	31	10	3	3.41	0.74	Agree
12	Enables learners to explore the root causes of conflicts and knowing humanitarian and human right.	85	25	11	6	3.49	0.84	Agree
13	Youths having acquired this consciousness would be disobedient to laws, rules and regulations.	10	11	47	59	1.78	0.90	Disagree
14	Exposes youths' to awareness of conflicts, crisis and violence that jeopardizes their lives and future which likewise dissonances national security.	9	5	68	45	1.83	0.80	Disagree
	Grand Mean ($\bar{X}$) and Standard Deviation					**2.98**	**1.13**	

Table 2: Frequency Distribution, Mean ($\overline{X}$) Scores, Grand Mean ($\overline{X}$) and Standard Deviation (SD) on the programmes which could effectively be utilized by G/C services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

N = 127

S/N	ITEMS	SA	A	D	SD	MEAN ($\overline{X}$)	ST. D	DECISION
15	These includes: Career guidance and career exploration activities for peace and national security.	65	43	10	9	3.29	0.89	Agree
16	Programmes inculcating the consciousness of nationality and self dedication.	71	45	8	3	3.45	0.51	Agree
17	Programmes inculcating the spirit of social justice, democracy, respect for human rights and dignity for all/labour.	68	52	5	2	3.46	0.52	Agree
18	Programmes inculcating the consciousness for peaceful conflict resolutions and negotiations.	70	39	11	7	3.35	0.42	Agree
19	Programmnes which enables youths' to manage stress by developing confidence.	58	47	12	10	3.20	0.39	Agree
20	Programmes inculcating the consciousness to manage crises and other social issues as it affect peoples' life.	72	48	6	1	3.50	0.52	Agree
21	Programmes that inculcate the consciousness of tolerance, harmonious relationships among youths'.	78	38	8	3	3.50	0.47	Agree
22	Programmes that build the consciousness for good citizenships, peaceful co-existence and respect for life.	68	47	9	3	3.42	0.60	Agree
23	Programmes that helps correct issues relating to juvenile delinquency among youths.	84	38	3	2	3.34	1.44	Agree
	Grand Mean ($\overline{X}$) and Standard Deviation					**3.42**	**0.89**	

Table 3: Frequency Distribution, Mean ($\overline{X}$) Scores, Grand Mean ($\overline{X}$) and Standard Deviation (SD) on the challenges to effective utilization of guidance and counseling services as coping strategy for inculcating the consciousness of peace, conflict resolution and national security among secondary school youths' in Anambra State.

N = 127

S/N	ITEMS	SA	A	D	SD	MEAN ($\overline{X}$)	ST. D	DECISION
24	Inadequate infrastructure or support facilities needed to improve G/C services.	67	39	16	5	3.32	0.84	Agree
25	Unsupportive school administrator in matters concerning G/C services.	54	31	24	18	2.95	1.09	Agree
26	Inadequate time allocated to G/C services in the school.	56	50	10	11	3.19	0.91	Agree
27	Lack of funds for organizing G/C services in the school by government and other financial institutions.	72	48	6	1	3.50	0.63	Agree
28	Lack of effective use of professionals in G/C services in most schools.	51	48	15	13	3.08	0.96	Agree
29	Poor/inadequate staff training, retraining and development programmes for building the capacity of school counselors.	73	45	7	2	3.49	0.67	Agree
30	Lack of ICT skills and its effective utilization for school counselors.	68	38	12	9	3.30	0.91	Agree
31	Non-challant attitude of school counselors towards G/C activities in school.	18	20	35	54	2.02	1.07	Disagree
	Grand Mean ($\overline{X}$) and Standard Deviation					**3.11**	**1.00**	