

**INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON STUDENTS' VOCATIONAL AND PROBLEM-SOLVING SKILLS IN SELECTED SECONDARY SCHOOLS IN OGBA, EGBEMA, NDONI LOCAL GOVERNMENT AREA RIVERS STATES**

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**Abstract**

*Guidance and counselling services help students to know themselves better and find effective solutions to their daily problems. This study sought to establish the effects of guidance and counselling services on students vocational and problem solving skills in selected secondary schools in Ogba, Egbema and Ndoni L.G.A of Rivers State. This study adopted descriptive research design. Target population were all JSS2, SS2 and SS3 students, total number of 1280 students ,492 teachers and 20 head teacher. A purposive and simple random sampling of 304 students and 492 teachers and 20 head teacher that consist of all the teacher and head teacher in all schools in Ogba, Egbema and Ndoni. Data was collected through administration of questionnaires with the selected respondents. The collected data was then processed and analyzed using mean(x). The study established the following findings: There is a high level of recorded vocational and problem solving skills in schools, teacher counsellors have training in guidance and counselling with different of academic background. Majority of the students have positive level of attitude toward vocational and problem solving skills counselling. Based on these study findings, the following recommendation were made, teacher counsellors need to have relationship with their students even after graduation, there is need for the counsellors to implement all the required services to ensure an effective guidance and counselling services.*

**Keywords:** *Counsellor, effective, guidance, problem-solving, vocational skills.*

**Introduction**

The education system in Ogba, Egbema and Ndoni L.G.A Rivers State has faced dynamic and rapid changes that have overwhelming effects on the learners, learning institutions and society at large. According to Adediran (2015), it is generally accepted that in Nigeria the organized and formal guidance and counselling service started in 1959 at Theresa's college, Oke Ado Ibadan, Oyo state by a group of dedicated religious reverend sisters who had the perception of the need for proper guidance in job selection for their secondary school learners. After the introduction of guidance and counselling numerous changes in the policy formulation and directives, one of these was the introduction of guidance and counselling services provision at all levels of the educational system. The policies on guidance and counselling have been aimed at preparing young ones to face

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challenges they may encounter in and out of the education or school system. The students interest and attitudes are taken into account in assessing their potential and suitability for further education, training and the world of works. This process is part of the school's overall provision which help students to achieve goals which are consistent with their ability. These abilities cut across their educational strength, vocational skills, problem-solving and personal and social guidance and counselling attributes. The function of education is to provide opportunities for each student to reach his or her full potentials in the area of vocational, social interaction, educational, development, personal skills and emotional development (Ballantine & Hammack, 2012). Guidance means to direct, pilot, manage, assist and lead while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behavior, clarify attitude, ideas and goals so that his/her problems may be solved (Tambuwal, 2010) In otherwise, Guidance is a combination of services while counselling is just one service under guidance. Modo (2006) sees counseling as a helping relationship between the counsellor and the counselee. it is aimed at helping the counselee adjust properly to family, school, peer association and society in general. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school's environment and their world and also to develop adequate capacity of making wise choice and decision (Mikaye, 2012). In order for students to realize this function, the secondary schools are expected to provide guidance and counselling services as an important part of their educational development. guidance and counselling are independent words; guidance can be defined as leading a child at the right path which will enable the child to be responsible in future. National forum on guidance (2014) sees guidance as a facilitator that guide and direct people throughout their lives to enable them manage their own educational, training, occupational, personal, social and life choices so that they reach their full potential and contribute to the development of a better society. Vocational skills are more practical than theoretical skills. Individuals learn vocational skills from hands-on experience. The training take place outside the traditional classroom setting. Students are place in manual labour intern positions that coincide with their vocational career choice. According to McGee (2019) the teaching of vocational skills is intended to set up students for success after secondary education through vocational skills training, students will learn how to prepare for a job, find a job, apply for a job and excel at a job. In the other hand problem solving skills determines the source of a problem and find an effective solution. Problem solving skills are important in every career at every level. As a result, effective problem solving may also require industry or job- specific technical skills (Codina et al., 2015). Van (2013) sees problem solving as a solution finder. According to Fischer et al., (2015) problem solving has four stages; understanding the problem, creating a plan, carrying out the plan and testing and looking back plan.

Educational guidance is a process of assisting the individual student to reach optimum educational development (Parankimalil, 2015). It is a sort of guidance that is only rendered to the student community, it helps the students to make right choices as well as make adjustments in relation to school's curriculum and school life which is contributed to the all-round development. Counselling on the other hand is a process that psychologically empowers individual to seize back control of their lives, whilst working through issues and problems that have caused them to lose

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self-esteem as well as confidence in their own abilities (Martin,2019). Counselling helps students to understand and develop their vocational and problem solving skills creates adequate platform for students to express their innermost creativity skills. Tuchili & Ndhiovu (2010) states that guidance is given before one faces a problem, counselling is given to a person already facing a problem. When guidance and counselling services are established, they help the students to accept responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The intellectual ability to make such choices is not innate but developed with the assistance of a counsellor. some student's performance in regard to vocational and problem solving skills need to be up scaled and also some behaviour exhibited by some students in some secondary schools is characterised by some unnecessary activities which is occasionally characterized by poor performance, truancy from classes, riots, demonstrations, drinking and all sorts of vices. There was need to compare whether students who access guidance and counselling services in secondary schools perform better than their counterpart who may not have access to the services. Hence, this study is to examine the effect of guidance and counselling on students vocational and problem solving skills in selected secondary schools in Ogba, Egbema and Ndoni local government of Rivers State.

### **Statement of the Study**

Vocational and problem solving skills in secondary schools (Ogba, Egbema and Ndoni local government area, Rivers State) has been declining overtime. Most schools in Nigeria do not look at the vocational and problem solving skills as a vital area in secondary school which needs to be taken seriously. In these schools, most of the students are unguided either because their schools have no functional guidance and counselling unit or Students depends on chance and Peer influence Factor in their choice of Vocation and Problem-Solving skills because of the absence and ineffectiveness of the Guidance Counsellor .

### **Purpose of The Study**

The aim of this study is to investigate the effect of guidance and counselling on students vocational and problem-solving skills in selected schools in Ogba, Egbema and Ndoni L.G.A Rivers State. In pursuance of this purpose, this study specifically examined the following objectives.

- a. To establish effectiveness of guidance and counselling programme in secondary school.
- b. To determine the professional qualification of the teacher counsellors handling guidance and counselling programme in schools?
- c. To identify the role of school administration and other teachers in enhancing guidance and counselling programme.

### **Research Questions**

1. What is the effectiveness of guidance and counselling programme in secondary school?
2. What is the professional qualification of teacher counsellors handling guidance and counselling programme in school?

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3. What are the roles of school administration and other teachers in enhancing guidance and counselling programme?

### **Significance of the Study**

Even though it is very challenging, it is a brick which must be laid with strong determination. If any society is to be developed, protected and remained socially responsible particularly in Nigeria where the standard of school system is posing a great concern, the literature of promoting guidance and counselling practice remains the only hope of restoring public confidence, vocational skill improvement and problem solving skills. The findings of the study would open the gateway to improve our understanding of the relevance of guidance and counselling in a school setting. The study would enable parents to understand the basic criteria that would affect guidance and counsellor's role in enhancing their children and wards in vocational and problem solving skills in secondary schools and advocates for their improvement.

### **Scope of the Study**

The study is centered on investigating the relationship between guidance and counselling, vocational and problem solving skills in secondary schools in Ogba, Egbema, Ndoni L.G.A in Rivers State, Nigeria. The research covers five secondary school from Ogba, four secondary school from Egbema and one Ndoni secondary schools. The secondary school levels are selected because of the sensitive nature of the age group which correspond with the adolescent stage in cognitive, affective and psychomotor development.

### **Theoretical Framework**

This study was based on the principle of person-centred. The person-centred theory emphasizes on the human interaction between (the counsellor and the client).

### **Person-Centered Theory**

This theory was developed by Carl Rogers in 1940(Raskin et al., 2008). This type of therapy diverged from the traditional model for the therapist as expert and moved toward to a non-directive empathetic approach that empowers and motivates the client in the therapeutic process(Roger,1957). Roger (1980) reveals that the therapy is based on belief that every human being strives for and has the capacity to fulfil has or her own potentials. Most students are bearing self defeating mentality in achieving their vocational and problemsolving issues and thus have low self-esteem, but a counsellor is able to counter the feeling by fostering the student's capacity to hope and believe that they are capable of overcoming their vocational and problem solving failure that they are experiencing and even end up performing their best potentialities.

### **Methodology**

#### **Research Design**

This study used descriptive research design, because of the large number of respondents that are expected to participate in the study and the fact that raw data was collected from the respondents for further analysis which will help achieve the aim of the study.

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**Population of the Study**

The target population for this study is all the students in Junior and Secondary schools students JSS 2, SS2 & SS3 in ONELGA ,teacher counsellors, class teachers and head teachers. Ogba, Egbema and Ndoni local government has 20(twenty) secondary schools with a population of 380 students in Ogba(JSS 2, SS 2,SS 3),Egbema has 400 students(JSS 2, SS 2, SS 3) and Ndoni has 440 students(JSS 2, SS 2,SS 3)which is a total number of 1,280 students in ONELGA.

**Table 1: Sample of the study**

Category of school	No of schools	No for teacher	No of class teacher	No of head teacher	No of students
Ogba	16	397	397	16	380
Ndoni	1	38	38	1	440
Egbema	3	57	57	3	400
Total	20	492	492	20	1280

**Sources: Rivers State Secondary Schools Board.**

**Sample and Sampling technique**

This study carried out a purposive and simple random sampling procedures in selecting the required sample for the study. Purposive sampling was used to select ten (10) schools out of twenty (20) secondary schools in ONELGA. Proportionate sampling will be used to select ten (10) schools,20 head teachers and 492 teachers were involved in the study.

**Table 2: Sample Size**

Category of schools	Number of schools	Number of students
Ogba	5	154
Egbema	4	80
Ndoni	1	70
Total	10	304

In this research, we have obtained a sample size of 304 respondents.

**Instruments of Data Collection**

Quantitative data was analyzed using descriptive statistics from Microsoft Excel (MS Excel). The research instrument was a 15-item structured questionnaire on a four point likert scale rating used to collect data from respondents . The questionnaire was distributed directly to the students, teacher, head teachers. The research questionnaire will be separated into 3 sections; namely Section A, B and C.

**Validity of Instrument**

The validity of the questionnaire for this study was established by the researcher, experts and supervisor reviews. Thereafter, feedbacks from the supervisors and experts in the field of this research was added to modify the instrument to reflect the suggestions of supervisor and experts.

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### Method of Data collection

The researcher collected data from the selected respondents after permission from the different secondary schools in ONELGA. The researcher visited the selected schools before hand for acquaintance with targeted respondents especially teachers, counsellors and head teachers.

### Method of Data analysis

The researcher makes use of mean to determine if the respondents agreed or disagreed with the statement on the questionnaire, the analysis was done based on the respond rate. Means score of 2.5 was considered an acceptance.

### Results

#### Research Question 1

What is the effectiveness of guidance and counselling programme in secondary school?

Table 3: Mean analysis of the effectiveness of guidance and counselling programme in secondary schools.

S/N	ITEM	Mean	Remarks
1	Guidance and counselling equip students with skills of making appropriate choice of career.	2.51	Accepted
2	Guidance and counselling develop positive self-image on students	3.03	Accepted
3	Guidance and counselling motivate and equip students with problem solving skills.	2.54	Accepted
4	Guidance and counselling assists students to develop adequate time management skills.	2.11	Rejected
5	Guidance and counselling encourages students to develop good interpersonal relationship .	2.48	Rejected

The table shows the effectiveness of guidance and counselling on the student with high percentage of acceptance and low percentage of rejection. The response from the questionnaires shows that there is an effectiveness of guidance and counselling programme in secondary school.

#### Research Question 2

What is the professional qualification of the teacher counsellors handling guidance and counselling programme in schools?

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Table 4: Mean analysis of professional qualification of the teacher counsellors handling guidance and counselling programme in secondary schools.

S/N	ITEM	Mean	Remarks
1	Counsellors must be professionally educated and trained.	3.9	Accepted
2	Counsellors must be certified, dedicated and committed to enhance effective teaching –learning.	3.8	Accepted
3	Counsellors must update certification to stay current in seminar/workshops.	3.7	Accepted
4	Counsellors must have minimum requirement of higher diploma, bachelor or master degree.	1.55	Rejected
5	Counsellors should be a qualified teacher	1.45	Rejected

Table 4 shows the professional qualification of the teacher counsellors handling guidance and counselling programme and there is more percentage of acceptance than rejection.

The response of the respondents (headteacher) shows that there is proper checkmate of the professional status of the counsellors in charge of the department of guidance and counselling in secondary school and also requires policies and professional union to be established to ensure effectiveness of the counsellors.

**Research Question 3**

What are the roles of school administration and other teachers in enhancing guidance and counselling programme?

Table 5: Mean analysis of the roles of school administration and other teachers in enhancing guidance and counselling programme.

S/N	ITEM	Mean	Remarks
1	Ensure availability of electricity	2.71	Accepted
2	Conclusive office and learning environment	2.84	Accepted
3	Encourage board participation	2.71	Accepted
4	Provide dynamic stimulation and leadership	2.98	Accepted
5	Arrange for guidance activities in the timetable	2.76	Accepted

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Table 5 shows the roles of school administrators and other teacher. All the item statement was accepted because the mean was above the criterion mean of 2.5 and respondents are students. The roles of school administration and other teachers in enhancing guidance and counselling programme shows that students are provided with the required guidelines and provisions necessary for effective guidance and counselling services in the aspect of improving their vocational and problem solving skills.

### **Discussion of Findings**

Based on the finding, majority of the students have positive level of attitude toward vocational and problem - solving skills in their schools. Counsellors have great challenges in carrying out its responsibilities in schools. These challenges include unavailability of resources and facilities, lack of specific time allocation to the counsellor, inadequate fund and lack of commitment from the government, Guidance and counselling services received different support from the school administration, teachers and parents in ensuring positive impacts on the students in the aspects of vocational and problem solving skills. The teacher counsellor has training in guidance and counselling with different level of academic background and has also attended seminar and workshop in relation to guidance and counselling. There is a high level of recorded vocational and problem solving skills in schools also a significant relationship and positive attitude between the students in relation to vocational and problem solving skills in schools

### **Conclusion**

In relation to the findings, the conclusion is that Low rate of teacher counsellors in secondary schools. There is need for stakeholders to support guidance and counselling programme in schools. Guidance and counselling has positive impact on the vocational and problem solving skills of students. Students are conscious of the importance of counsellors in their schools. Guidance and counselling has bridge the gap between vocational and problem solving skills in secondary schools.

### **Recommendations**

Based on the findings, the study made the following recommendations:

1. Teacher counsellors needs to keep in touch with students even after graduation
2. There should be counsellor and student relationship
3. Guidance and counselling services should be strengthened in order to improve the vocational and problem solving skills performance of the students in secondary schools.
4. There is urgent need to improve the level of training of teacher counsellors.
5. There is need for the counsellors to implement all required services to ensure an effective guidance and counselling.
6. Teacher counsellors should take advantage of the positive attitude of the schools to enhance vocational and problem solving skills

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