

**PERCEPTION OF STUDENTS, TEACHER AND SCHOOL
ADMINISTRATORS ON EFFECTIVE GUIDANCE AND COUNSELING
PRACTICES IN 21ST CENTURY SENIOR SECONDARY SCHOOLS IN
KOSOFE LOCAL GOVERNMENT AREA IN LAGOS STATE.**

**PRESENTED AT THE ASSOCIATION OF PROFESSIONAL COUNSELLORS
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ABSTRACT

This study investigated differential perception of educational stakeholders on Guidance and counseling practices in senior secondary schools in the 21st century. The sample comprised one hundred and fifty (150) youths (75 males and 75 females) who were randomly chosen from Kosofé Local Government Area, District II in Lagos State. Three research hypotheses were formulated and tested in the study. The instrument comprised researchers constructed questionnaire which measured perception and attitude to guidance and counselling. The data collected were analyzed using simple percentile, t-test and one-way analysis statistical techniques.

The findings of the study revealed that;

1. There is a significant influence of stakeholder's perception on effectiveness of guidance and counselling practice.
2. There is no gender-differential impact in perception on effectiveness of guidance and counselling practice.
3. There is no significant influence of the counsellor's age on the students perception on guidance and counselling practice.

Recommendation there is need to introduce guidance/counseling early enough.

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Background of the Study

Since the 1960s, the Nigerian Educational System has been under great pressure to change. To some people, the pace of change is simply too fast and creates serious problems of adjustment.

21st century in itself is an era that is characterized by lots of changes which vary from educational, economical, technological, social, ideological etc. Changes in social cultural and other aspects of life structure alongside the evolution and expansion of communication network may lead to stressful conditions especially for the youth.

As a result of these changes, the concern of the society, the school and each individual is to expose the students to the skills they need to succeed in the world. In such circumstances consulting should play the main helping role in achieving the essential knowledge and skills for a comprehensive understanding of various aspects of problem solving.

Thus the need for which counseling should start early in school and should continue in order to enable individuals in later life. According to MC Leod (2011) the need for counselling came as a result of the complex, busy and changing world we live in as most cases, we find ways of dealing with emerging problems by talking to family, friends, neighbours, teachers, school administrators, priest, pastors or our family doctor whose advice may occasionally not be sufficient.

According to Blood (1995) counselling techniques are used to help clients understand their communication disabilities and discover ways to adjust and cope with them.

Arbuckle et al (1966) tried to clarify the usage of the term by pointing out the distinct implicit in the word 'guidance'. According to them, when used as;

- i. A concept, - it denotes the utilization of a point of view in order to help an individual.
- ii. An educational construct: It refers to the provision of experiences to help pupils understand themselves, accept themselves and live effectively in their society. They assert that schools are responsible for the total personal growth and development of child and not merely only for their intellectual development but for their character development in any narrow training sense. Secondly, it dresses uniqueness of

individuality of each child and adds new dimension to the idea of education as the promotion of self-fulfillment and self actualization.

- iii. A service: It refers to procedures and processes organized to achieve a helping relationship.

Statement of Problem

Despite genuine efforts made by Educational stakeholders since 1960 in the educational reforms made, there is still poor quality education at all levels in the country. Many youths are exposed to the kind of education which emphasis the development of the head as a result, they are not equipped to face the challenges they meet in the society after graduation. There are many young men and women who are seen here and there doing nothing. Some of them are drop outs from schools. While some are University graduates who are half baked as a result they are unemployable so due to lack of unemployment are taking to crime. While according to the president of World Bank many jobs are waiting to be done because people with the right education training and skills cannot be found . And when they find themselves in offices, they see it as an opportunity to loot the treasury and enrich themselves even at the expense of others. Many Nigerian youths do not have value for anything including human lives. Also, many talented youths are not discovered early therefore, such potentials are being wasted.

Guidance and counselling as an integral part of education and development can be used as a tool for achieving the goals for educational sectors in the 21st century. The students, parents, society and other school administrators need to work together with the school counsellor to transform education and the society.

Each stakeholder should work in collaboration with the counsellor, to help the student. There should be regular counselling practices carried out in the school with every stakeholder playing a role and with the counsellor being in charge and should be allowed to face counselling work as is expected. Funds should be made available whenever there is need for it. Counsellor will be ready to cooperate with every other person especially teachers who have more regular interaction with the students by ensuring that students who need attention will be refer^{ed} to the counsellor.
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Purpose of the Study

The study intends to investigate;

- i. The extent to which counselling practices is affected by the perception of the stakeholders.
- ii. The effect which gender differential has on the effectiveness of counselling practices.
- iii. The effect of students age on perception of counselling practices.

Scope of the Study

The research work will be conducted in Kosofe Local Government Area. 150 (one hundred and fifty) S.S 1 students will be used. This will consist of 75 males and 75 females. SS1 students were chosen because this is the level at which students divert to the three different departments we have.

Research Questions

- i. Does the stakeholders perception have effect on counselling practices.
- ii. Does gender matter on perception on counselling practices.
- iii. Does age affect students perception of guidance/counselling practices.

Hypothesis

- i. There is no significant influence of stakeholders perception of counselling on counselling practices.
- ii. Males perception on counselling significantly differs from females.
- iii. Age difference in perception significantly influence counselling practices.

This study investigated the Nigerian children in the 21st century, effects of Guidance and Counselling on Education. This chapter presents the review of relevant related literature its objective is to lay empirical foundation for the study.

The review of literature will be done under the following headings;

1. The concept of Guidance and Counselling
2. The Demand for Guidance and counselling
3. The roles of students, teachers and school administrators in Guidance and counselling.

The Concept of Guidance and Counselling

Guidance have been defined in various diverse ways by different individuals. The American Personnel and Guidance Association (1967) defines guidance as an organized effort of a school to help the individual child to develop to his maximum potential. While Okon et al sees guidance as a total programme of a number of highly specialized activities implemented by all staff members to help individuals make wise, intelligent choices and decisions. In essence, guidance is a helping relationship made up of total school programme provided for pupils by teachers, administrators guidance specialists and other school personnel on a continuous basis aimed at assisting the individual to understand, accept himself and his world and by so doing becoming more effective, productive and a happier human being.

While counselling is defined as a learning process in which individuals learn about themselves, their interpersonal relations and behaviours that advance their personal development (Shertzer and Stone 1976). While Gustad (1953) sees counselling as a learning oriented process, carried out on in a simple, one to one social environment, in which the counsellor, professionally competent in relevant psychological skills and knowledge, seek to assist the client, by methods appropriate to the later needs and within the context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of the society.

Tyler (1969) says that the purpose of counselling is to facilitate wise choices and certain kinds of decisions on which a person's later development depends. The central purposes of counselling is to assist a student to explore and participate in his own development towards becoming purposefully self directed in a changing society having full respect for the worth and dignity of self and others and becoming the person whom he desires to become.

The Demand for Guidance and Counselling

The need for everyone to be fulfilled, satisfied and contribute to the growth and development of his/her society cannot be overemphasized especially in this century which is characterized by changes. The introduction of Western Education and other forms of education have not been able to produce individuals who have been able to contribute positively to the national development since Nigeria got her independent in 1960.

Genuine efforts have been made by stakeholders to make things work in Nigeria as seen in the educational reforms the National Policy on education. Adaralegbe (1985) quoted the president of the World Bank as saying "While developing countries (e.g Nigeria) have greatly expanded their educational system over the past quarter of a century, but much of the expansion are seen in one of the most disturbing paradox of our time. While millions of people that are among the educated are unemployed, millions of jobs are waiting to be done, because people with the right education training and skills cannot be found.

Durojaiye (2007) affirmed that graduates of the system lacked skills, their studies were purely academic. He went on to say that all the system failed as a result of non-availability of facilities (both human and non human) that could enable schools produce students with vocational competence. Since independent, the country does not have trained personnels to manage the affairs of the country very well. As a result, things handed over by the British government were mismanaged. There is high moral decadence and corruption.

O' toole (1979), advocated for the need to make education more related to the world work rather than resorting to vocationalism he advocated the development of essential skills in young people that will equip them sufficiently to fit into any employment perhaps after orientation. Oladele (1991) observed that our society will benefit if the talents and potentials are discovered early.

Generally, it is believed that poor quality education exists at all levels of education in the country. The system according to Durojaiye lack skills and their studies were purely academic. According to Blooms Taxonomy Education involves the development of the three domains which are the cognitive, the affective and psychomotor domains.

Since according to Osakwe (2006), education as a tool for nation building should be a process of systematic training and instruction designed to transmit knowledge and acquisition of skills, potentials and abilities which will enable an individual contribute efficiently to the growth and development of his society and nation. It should involve all round development of an individual physically, socially, morally, intellectually and mentally.

Many youths were exposed to the kind of education which emphasizes the development of the head. As a result, they are not well equipped to face the challenges they meet in the society after graduation. Their affective and psychomotor domains are not well developed so they do not have value for even human life and they find it difficult to adapt to the new changes in the millennium.

The option left to be able to achieve the demands and equip the individual students with the skills and connect them to the world work and their communities is guidance and counselling. The graduates of the new system will need more guidance on where to go, which course to pursue what careers they can engage in and the opportunities that they have for training and employment.

Olayinka (1978) proposed that counselling in schools and colleges will enable the country to identify her talented youth and nurture them to the optimal level of social, educational and economic development. Abiri (1973) advised that if our society is not to be plagued by a brood of disgruntled, frustrated and unrealistic individuals, secondary school students should be exposed to available opportunities and social expectations in the country through guidance and counselling. The counsellor should understand the pressures and needs of today's youth.

Many parents are engaged in works and businesses which does not give them time to care and discuss with their children. Many children are being raised in homes where we have divorce and broken home and single parenthood. With many other problems that expose the children to resorting to looking for love, care and guidance from the school. Nigeria today makes it absolutely necessary to organize on a more formal basis both in the secondary schools, in the universities and in other high institutions, departments or centres for academic counselling.

The Role of the Stakeholders

The school is a community. So, every person who is in school environment has a role to play in the success of all the programme organized in the school. The need for the counsellor to work in collaboration with other members of staff cannot be overemphasized. The stakeholders include the student, the staff, (teaching and non-teaching), the V.Ps and the principal and the parents. The students are the main focus of any school. The century demands that every child in the century should be excited about going to school. They should be eager to learn, to achieve this they need to collaborate with their mates, teachers and people around them. The counsellor is to accompany a student to make his own decision about himself and his environment during transition to senior secondary, technical or vocational school.

The student should be informed of the opportunities available by consulting parents, teachers and employment agencies. The individual differences of each child has to be put into consideration when rendering services. A counsellor can elicit information as regards effectiveness of a programme by a feedback from parents and other teachers have to assist in this case.

The teaching staff: The subject teachers and class teachers have more closer relationship with the students. they relate directly with the students so they have to work with the counsellor. They have to let her/him know those who have problems and those who do not. The counsellor should be able to organize avenue when the teachers and the counsellor can talk about the students so that she can have a better understanding of the students.

The Principal

The principal being in charge of the school is a big influence on the success or failure of guidance and counselling practices. He determines what will go on in schools. He is viewed as a primary administrator. While the counsellor is seen as part of the administrative or leadership team. The two have to work together to have a successful counselling programme. The principal determines whether a programme will be financed or not. The principal handles issues concerning decisions as wider organization while the counsellor will treat issues on individual basis. But the practice is that the principal often assign counsellors to other administrative duties.

METHODOLOGY

Research Design

The study used survey research design to get the data needed. This method is preferred because it helpsto collect information from large number of the participants on a particular research topic and it involved self report questionnaire and highly structured interview.

Population and Sampling Technique

The target population for the study is all S.S 1 students and all teachers in three secondary schools. The sampling technique employed was simple random sampling. This is used to enable every student to the opportunity of being picked the three school comprised of three senior secondary school, government owned. This enabled the researcher know the attitude/perception of the educational stakeholders in public school concerning counselling practices.

Instrument

The researcher developed a questionnaire titled perception of the importance of guidance and counselling practices on 21st century education. The supervisor saw and went through the questionnaire in order to ascertain its validity and reliability.

DATA PRESENTATION

The data collected was analyzed and presented using Statistical Package for Social Sciences (SPSS).

Table 1: Participants Demographic Data

| Variable | Frequency | percent |
|--------------------|------------------|----------------|
| Male | 75 | 50% |
| Female | 75 | 50% |
| Total | 150 | 100% |
| Age | | |
| Below 14 years | 12 | 8% |
| 14-16 years | 114 | 76% |
| 17-19 years | 24 | 16% |
| Total | 150 | 100 |
| School Type | | |
| All boys | 2 | 1.3% |
| All girls | 4 | 2.7% |
| Mixed | 144 | 96.0% |
| Total | 150 | 100 |

Source: Field Report, 2018

Information on table 1 shows 75(50%) of the participants are male, 75(50%) of the participants are female. This implies that there is equal participation of male and female participants. The table also shows that 12(8%) of the participants are below 14 years of age, 114(76%) of the participants are between 14-16 years of age while 24(16%) of the participants are between 17-19 years of age. This implies that majority of the participants are between 14-16 years of age. The table finally reveals that 2(1.3%) of the participants are from only boys school, 4(2.7%) of the participants are from only

girls schools while 144(96%) of the participants attended a mixed school of boys and girls. This implies that majority of the participants attended a mixed school.

Table 2: Stakeholder Perception of Counselling Practice

| S/N. | ITEMS | Agree (SA+A) | Disagree (SD+D) | Mean |
|-------------------|---|-----------------|--------------------|-------------|
| 1 | Counselling is necessary to achieve national development | 145 (96.6%) | 5 (3.4%) | 3.51 |
| 2 | Counselling is the tool to achieve self reliance | 142 (94.6%) | 8 (5.4%) | 3.39 |
| 3 | Counselling practices will help to improve the standard of our education | 146 (97.3%) | 4 (2.7%) | 3.57 |
| 4 | Counselling practices should be carried out by a professional counsellor | 134 (89.3%) | 16 (10.7%) | 3.44 |
| 5 | Counselling will reduce school dropout | 107 (70.7%) | 43 (28.7%) | 3.04 |
| 6 | Counselling is only meant to correct problems | 100 (66.6%) | 50 (33.3%) | 2.09 |
| 7 | Counselling must be established in every educational system/level | 144 (96%) | 6 (4%) | 3.57 |
| 8 | Counselling can be tool to reduce unemployment | 94 (62.7%) | 56 (37.4%) | 2.85 |
| 9 | Investing on counselling is a waste of economy | 26 (17.4%) | 124 (82.7%) | 1.84 |
| 10 | Listening and doing what my friend said is more useful to me than counselling | 18 (12%) | 132 (88%) | 1.66 |
| Grand Mean | | | | 2.90 |

Source: Field Report, 2018

Note: With the use of a 4-point Likert scale type, the expected average (mean) response per item should be 2.50 (either in favour or disfavor of what is being measured).

Information on table 2 shows that 145(96.6%) of the participant agreed, 5(3.4%) of the participants disagreed that counselling is necessary to achieve national development, with the mean value 3.51>2.50. In the same vein, 142(94.6%) of the participants agreed, 8(5.4%) of the participants

disagreed that counselling is the tool to achieve self reliance with the mean response $3.39 > 2.50$. Likewise, 146(97.3%) of the participants agreed, 4(2.7%) of the participants disagreed that counselling practices will help to improve the standard of our education with the mean response $3.57 > 2.50$. Also, 134(89.3%) of the participants agreed while 16(10.7%) of the participants disagreed that counselling practices should be carried out by a professional counsellor with the mean response $3.44 > 2.50$. Furthermore, 107(70.7%) of the participants agreed, 43(28.7%) of the participants disagreed that counselling will reduce school dropout with the mean response $3.04 > 2.50$. Moreso, 100(66.7%) of the participants agreed, 50(33.3%) disagreed that counselling is only meant to correct problems with the mean value $2.09 < 2.50$. The table also shows that 144(96%) of the participants agreed while 6(4%) of the disagreed that counselling must be established in every educational system/level with the mean value $3.57 > 2.50$. Equally, 94(62.7%) of the participants agreed, 56(37.4%) of the participants disagreed that counselling can be tool to reduce unemployment with the mean response $2.85 > 2.50$. However, only 26(17.4%) of the participants agreed, 124(82.7%) of the participants disagreed that investing on counselling is a waste of economy with the mean response $1.84 < 2.50$. In the same manner, only 18(12%) of the participants agreed, 132(88%) of the participants disagreed that listening and doing what their friend said is more useful to them than counselling with the mean value $1.66 < 2.50$.

On the general note inspite of mixed reaction the grand mean of 2.90 is greater than the benchmark of 2.50 set. This implies that stakeholder perceived counselling practice as a noble profession that has good impact in improving education standard; reduce school dropout and unemployment; and serve as corrective measure. Hence, investing in school counselling is worthwhile, noble and not a waste.

Table 3: Effectiveness of Counselling Practice

| S/N. | Items | Agree (SA+A) | Disagree (SD+D) | Mean |
|------|--|-----------------|--------------------|------|
| 1. | The age of a counsellor does not affect its effectiveness of counselling practices | 128 (85.3%) | 22 (14.6%) | 3.29 |
| 2. | Gender does not affect counselling effectiveness | 137 (91.3%) | 13 (8.6%) | 3.29 |
| 3. | Effective counselling should only be carried out by a professional counsellor | 107 (71.4%) | 43 (28.7%) | 3.45 |
| 4. | Counselling practices can be enhances by team work | 118 (78.6%) | 32 (12%) | 3.13 |

| | | | | |
|-------------------|---|----------------|---------------|-------------|
| 5. | A professional counsellor should lead every counselling practice | 132 (88%) | 18 (12%) | 3.26 |
| 6. | Every school personnel can carry out effective counselling programme | 125 (83.4%) | 25 (16.7%) | 3.25 |
| 7. | Doing other administrative jobs does not affect the counselor's duty | 115 (76.7%) | 35 (23.3%) | 3.07 |
| 8. | Every counselling work should be left for the counselor alone | 91 (60.7%) | 59 (39.4%) | 2.61 |
| 9. | A highly educated counselor will do better than someone who is not trained | 109 (72.6%) | 41 (27.3%) | 3.05 |
| 10. | Effective counselling will encourage team work in the 21 st century school | 128 (40.3%) | 22 (14.7%) | 3.31 |
| Grand Mean | | | | 3.15 |

Source: Field Report, 2018

Note: With the use of a 4-point Likert scale type, the expected average (mean) response per item should be 2.50 (either in favour or disfavor of what is being measured).

Information on table 3 reveals that 128(85.3%) of the participants agreed, 22(14.6%) of the participants disagreed that age of a counsellor does not affect its effectiveness of counselling practices with the mean value $3.29 > 2.50$. In the same vein, 137(91.3%) of the participants agreed, 13(8.6%) of the participants disagreed that gender does not affect counselling effectiveness with the mean value $3.29 > 2.50$. Likewise, 107(71.4%) of the participants agreed while 43(28.7%) of the participants disagreed that effective counselling should only be carried out by a professional counsellor with the mean response $3.45 > 2.50$. Moreso, 118(78.6%) of the participants agreed, 32(12%) of the participants disagreed that counselling practices can be enhances by team work with the mean value $3.13 > 2.50$. Also, 132(88%) of the participants agreed 18(12%) of the disagreed that a professional counsellor should lead every counselling practice with the mean value $3.26 > 2.50$. Likewise, 125(83.4%) of the participants agreed while 25(16.7%) of the participants disagreed that every school personnel can carry out effective counselling programme with the mean value $3.25 > 2.50$. Moreso, 115(76.7%) of the participants agreed while 35(23.3%) of the participants disagreed that doing other administrative jobs does not affect the counselor's duty with the mean response $3.07 > 2.50$. Equally, 91(60.7%) of the participants agreed, 59(39.4%) of the participants disagreed that every counselling work should be left for the counselor alone with the mean value $2.61 > 2.50$. Furthermore, 109(72.6%) of the participants agree, 41(27.3%) of the participants

disagreed that a highly educated counselor will do better than someone who is not trained with the mean response $3.05 > 2.50$. Finally, 128(40.3%) of the participants agreed, 22(14.7%) of the participants disagreed that effective counselling will encourage team work in the 21st century school with the mean response $3.31 > 2.50$.

With grand mean score of 3.15 exceed the benchmark of 2.50 set. It is clear that counsellor age, doing other administrative duty aside counselling will not affect effectiveness of counselling practice. Also, counselling should be handled by professional, educated and trained counsellors.

Hypotheses Testing

Hypothesis One

This hypothesis states that there is no significant influence of stakeholders perception of counselling on counselling practices.

Pearson Product Moment Correlation was used to test this hypothesis, the result of the analysis is presented in Table 4.

Table 4: Relationship between stakeholders perception and counselling practices.

| Variable | Mean | SD | N | df | r-cal. | r-crit. | Decision |
|--------------|-------|------|-----|-----|--------|---------|-------------------------|
| Stakeholders | | | | | | | |
| Perception | 29.75 | 3.45 | | | | | |
| | | | 150 | 148 | 0.53 | 0.159 | H ₀ Rejected |
| Counselling | | | | | | | |
| Practices | 31.27 | 4.10 | | | | | |

$P < 0.05$, $df=148$.

Information on table 4 reveals that the calculated 'r' value ($r\text{-cal.} = 0.53$) is greater than the 'r' critical ($\text{crit 'r'} = 0.159$) given 148 degrees of freedom at 0.05 level of significance, hence, the null hypothesis which says that there is no significant influence of stakeholders perception of counselling on counselling practices is rejected. Therefore, there is a significant influence of stakeholders perception of counselling on counselling practices.

Hypothesis Two

This hypothesis states that males' perception on counselling is not significantly differs from females' ^{erent} perception. Independent t-test was used to test this hypothesis, the result of the analysis is presented in Table 5.

Table 5: t-test analysis of difference between male and female perception on counselling.

| Variable | Mean | SD | N | df | t-cal. | t-crit. | Decision |
|------------|-------|------|----|-----|--------|---------|-------------------------|
| Male | | | | | | | |
| Perception | 29.39 | 3.78 | 75 | 148 | 1.26 | 1.96 | H ₀ Accepted |
| Female | | | | | | | |
| Perception | 30.11 | 3.09 | 75 | | | | |

$P > 0.05$, $df=148$.

Information on table 5 reveals that the calculated 't' value (t-cal. = 1.26) is less than the 't' critical (crit 't' = 1.96) given 148 degrees of freedom at 0.05 level of significance, hence, the null hypothesis which says that males' perception on counselling is not significantly differs from female is accepted.

Hypothesis Three

This hypothesis states that age difference in perception is not significantly influence counselling practice.

Analysis of variance (ANOVA) was used to test this hypothesis, the result of the analysis is presented in Table 6.

Table 6 ANOVA Analysis Showing Age difference in the perception of counselling practices.

| Participants | N | Mean | SD | Df | F-cal | F-crit | P-value | Decision |
|--------------|-----|-------|------|--------|-------|--------|---------|----------------------------|
| Age | | | | | | | | |
| Below 14 yrs | 12 | 30.75 | 4.47 | 3(147) | 5.79 | 3.78 | 0.04 | H ₀ Rejected |
| 14-16 yrs | 114 | 31.84 | 3.62 | | | | | |
| 17-19 yrs | 24 | 28.83 | 5.19 | | | | | |

$P < 0.05$

Table 6 shows ANOVA result of the age difference in stakeholder perception on counselling practice. The table indicates that the mean scores of participants below 14 years is 30.75, between 14-16 years is 31.84 while the mean score of participants between 17-19 years is 28.83 while the mean score of teachers with above 20 years is 3.07. The calculated f-value of 5.79 is higher than f-critical 3.78. Hence, the null hypothesis is rejected. Therefore, age difference in perception significantly influence counselling practice. Since the result shows that age difference significant influence perception on counselling practice there is need to perform post hoc test to show the level of the relationship.

Post Hoc Tests

Table 7: Post Hoc Tests of Multiple Comparisons LSD

| Multiple Comparisons | | | | | | |
|----------------------|----------------|-----------------------|------------|------|-------------------------|-------------|
| (I) Age | (J) Age | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | Lower Bound | Upper Bound |
| Below 14 years | 14-16 years | -1.09211 | 1.20638 | .367 | -3.4762 | 1.2920 |
| | 17-19 years | 1.91667 | 1.40539 | .175 | -.8607 | 4.6940 |
| 14-16 years | Below 14 years | 1.09211 | 1.20638 | .367 | -1.2920 | 3.4762 |
| | 17-19 years | 3.00877* | .89274 | .001 | 1.2445 | 4.7730 |
| 17-19 years | Below 14 years | -1.91667 | 1.40539 | .175 | -4.6940 | .8607 |
| | 14-16 years | -3.00877* | .89274 | .002 | -4.7730 | -1.2445 |

*. The mean difference is significant at the 0.05 level.

The result of the data presented in Table 7 indicates that the two predictors are statistically significant. Participants between age 14-16 years = 0.001, $P < 0.05$ and Participants between age 17-19 years 0.002. This result implies that participants between the age of 14-16 years and participants between the age of 17-19 years jointly differ on the perception of the influence of counselling practices.

Discussion of Findings

The findings of this study revealed that there is significant influence of perception of stakeholders on counselling practices. The finding led to the rejection of the first hypothesis which says that there is no significant influence of perception of stakeholders on counselling practices. This is in support with the findings of Oluwatosin S. A. 2016 who talked about the influence of perception of stakeholders on counselling practices.

The findings of this study also revealed that both male and female have a strong believe that counselling practices is a tool that can be used to transform education and the society in this present century which is characterized by lots of changes. This is in support of what Abari (1973) advised. He advised that if our society is not to be plagued by a brood or disgruntled, frustrated and unrealistic individuals, secondary school students should be exposed to available opportunities and social expectations in the country through guidance and counselling. This led to the acceptance of

the second hypothesis that says that there is no gender differential in perception on counselling practices.

The findings of this study also revealed that there is influence of age on perception on counselling practices. The findings revealed that students who fall between ages fourteen and below have lower response to the importance and effectiveness of counselling practice. This is in support of the findings of Oladele (1991) who observed that our society will benefit if the talents and potentials are discovered early.

RECOMMENDATION

Based on the findings of this work the following recommendations are made ;

1. Counselling should be introduced at every educational level beginning with the primary level.
2. Every school must have a trained/professional counsellor whether they are private or public, mixed or only boys or girls schools.
3. There should be regular counselling practices funded by the government with every member of the school administration involved.

CONCLUSION

This study has shown that every stakeholder especially the students believe strongly on the effectiveness of counselling practices. They believe that with counselling, the students will be equipped with all the skills they need to be able to face the challenges which they will meet in the society especially after graduation. So the problem of unemployment, crimes, corruption and other vices can be curtailed and we will have better a society.

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