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## ASSESSMENT OF EDUCATION AND INFORMATION GUIDANCE SERVICES IN CURBING SOCIAL VICES AMONG SECONDARY SCHOOLS STUDENTS IN DELTA STATE

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### Abstract

*This study assessed the provision of education and information guidance services by school counsellors in curbing social vices among secondary school students in Delta state. It specifically found out the extent to which education and information guidance services are provided by school counsellors to senior secondary school students in the Sapele Local Government Area of Delta state. A descriptive research design was adopted for the study. Two research questions were formulated to guide and direct the study. The sample consisted of 300 Senior Secondary (SS) 2 students selected from three senior secondary schools in Sapele, through a simple random sampling method. A 25-item questionnaire entitled "Education and Information Guidance services Questionnaire (EIGSQ)" constructed by the researchers was used for data collection. Two test experts validated the instrument. Cronbach Alpha Reliability formula was used to calculate the reliability coefficient of the instrument and a reliability index of 0.81 was obtained. Mean and Standard Deviation scores were used to answer the research questions. The findings revealed that the majority of the students have not been receiving education and information guidance services even though they have professional counsellors in the schools. The reason is that the school counsellors are saddled with teaching subjects and other administrative duties. Based on the findings, it was recommended that guidance and counselling should be included in the school timetable, and counsellors should step up in their counselling roles to ensure the students' counselling needs are met.*

**Keywords:** Education Guidance, Information Guidance, School Counsellors, Social vices, Students

### Introduction

Social vices are acts that violate societal norms and values. They are viewed as criminal and evil behaviour that departs from acceptable standards and norms in our society. Social vices connote various forms and expressions of deviant, criminal or delinquent behaviour resulting from moral decadence. Drug abuse, thuggery, cultism, examination malpractice, cyber-crimes, kidnapping, terrorism, indecent dressing, rape, bribery, restiveness, hooliganism, gangsterism and violence are common examples of social vices. These misdemeanours have beclouded Nigerian society, including secondary schools, which have become breeding grounds for all sorts of social vices being perpetrated by students (Elujekwute, *et al.*, 2021).

The students who are mostly adolescents, attempt to explore their environment and this results in the students, having many behavioural problems. Sunday and Oyenniyi (2008) and Adebule (2012) identified some of these social vices to include; truancy, hooliganism, drug abuse and alcoholism, smoking, flirting, stealing and armed robbery, violent conduct and demonstration, vandalism, examination malpractices, cultism, thuggery among others. For example, when students are involved in exam malpractices, the role of education to contribute to moral and intellectual development is diminished or eliminated; hard work is no longer valued and social-economic development is impaired. The education sector in Nigeria today is going through a grave loss of confidence from the public and foreign countries due to the prevalence of examination malpractices (Enoh, 2008). Moreover, students who are involved in flirting are likely to contract sexually transmitted diseases, teenage pregnancy, abortion with all its complications, death, depression, loss of opportunity to further education, frustration and hypertension (Lar *et al.*, 2013). Drug abuse and alcoholism are vices that entail the use of any medium, or substance in a manner that deviates from an approved medical or social pattern in culture. The common illicit drugs include marijuana, heroin, phenol, velum, cocaine, morphine, nicotine, xanthine, cannabis, tranquillizers, alcohol and others. The abuse of drugs has brought untold hardship or negative effects on our students, such as damage of brain cells, low academic achievements, emotional instability, impair the human reproductive system, insomnia, depression, poverty, drop-outs, injuries, loss of perception, poor health, loss of memory, loss of sight and hearing, murder, stealing, aggression, disrespect among others (Onuegbu, 2011). Furthermore, cultism and the activities of cultists in our secondary schools have become something of an enigma and a worry to all and sundry. This stems from its negative impact on the academic and social lives of the students in particular and the wider society in general. The inspiration for membership in secret cults is often associated with the quest for recognition, popularity, poor upbringing, bad company, poverty, fear of failure, intimidation, rejection, family crisis and others, which could be addressed with the appropriate delivery of guidance services in schools. The negative effects of cultism include expulsion of guilty students, suspension, violence, loss of life and lifetime regrets, armed robbery, loss of focus and distorted societal life (Onuegbu 2011). Social vices among students call for education and information guidance services to help them take the right decisions and maximize surplus opportunities in their environment.

Education guidance involves amongst other things course planning and solution to numerous problems students would come across during their studies. According to Denga (2019), it aims at maximizing the intellectual potential of the students so that they may live up to all their abilities as persons as well as learners of the subject matter. Counsellors are of the view that educational guidance is the assistance given to students individually and through group techniques to help them function more effectively in their school progress. Educational guidance assists students to know and to act in terms of their present and future educational needs and opportunity. It includes assistance given to the students in adjusting to the schools, selecting curricular and extracurricular offerings of the school and planning, preparing and going through an appropriate educational plan of development. This implies that in secondary schools, there are many problems facing the child and they include the choice of subjects, how to study, anxiety over examinations, choice of school to attend, how to combine subjects to pursue any area of study, disillusionment with chosen subjects, lack of interest and lack of motivation. Educational guidance helps

students to overcome all of the challenges and adjust to their educational needs. When there is no proper guidance, students are likely to be distracted and seek help from elsewhere like, joining a cult, taking drugs or takes to flirt with the opposite sex that promise to help. The programme in the senior secondary school is comprehensive with a curriculum designed to broaden students' knowledge and outlook. The students need proper channelling of their interests, aptitudes and abilities. They are expected to be guided in order not to make the wrong choice of subjects, which may affect them adversely in life. The secondary school period is an important one and during this period; the students need a lot of care because any mistake made could affect their lives after school. The counsellor through Educational guidance will help the students to solve most of the educational problems they will encounter. Educational guidance takes into consideration the total individual, his needs and aspirations. It makes sure that each student makes the appropriate choice of courses and institutions available, entry requirements, curriculum, content and conditions for studying in such schools, fees paid, admission policy and so on. Educational guidance deals with the child and his academic performance. Rastogi (1978) asserted that educational guidance includes assistance given to students in reaching their potential in academic work by encouraging them to perform in terms of their abilities, planning courses of study in terms of interests, aptitudes and future goals, and facing various stressful situations in school life. Thus, when educational guidance is well implemented, it will enable students to adjust to their educational goals and performance, bearing in mind their capabilities and limitations. This, no doubt will prevent frustrations, distractions, maladjustment and any possible dropout while in school.

Within the context of providing information services, counsellors are expected to facilitate authentic knowledge to liberate unsettled learners from falsehood and misconception that could lead to confusion and irrational decisions attracting students to involve in social vices. The overall purpose of information guidance services is to ensure the round development and actualization of learners' life aspirations (Igbo & Ikpa, 2013). Anyamene, *et al* (2010) noted that the array of information provided through counselling would help tremendously in the production of professionally competent graduates. The vital nature of information makes the information service an essential aspect of the guidance programme. No guidance programme is complete without informational service. It is primarily aimed at making available to students knowledge of opportunities on educational, personal and career issues to enable them to make choices and decisions that are authentic, reliable and responsible. The informational service helps students to acquire relevant knowledge that helps them to possess the insight to attain their specific purposes and enhance their understanding of the world around them. Science and technology are today throwing numerous ideas at students. They need to appraise the ideas critically if they are not to be misled into involving in social vices. This critical appraisal of ideas is one major purpose of information service. Many students possess potentials and opportunities they are unaware of. They may also have good future personal-socio, academic and career plan that they are afraid of exploring. The information service aims at raising students' awareness as it concerns their potential and the opportunities available to them in different aspects of their lives. Its purpose is to enable students to understand choices and plan toward self-actualization. This situation thus results in the students having a knowledge and understanding of self. They will in turn possess a positive self-concept and the ability to see themselves as unique individuals. It is in these aspects that the

information service provides students with accurate and reliable information that guides the students to take rational decisions as well as avoid social vices.

Yajir (2014) carried out a study to investigate the role of Guidance and Counselling in curbing social ills in Nigerian educational institutions. The paper gave a general view of the role of guidance and counselling in helping students curb social ills but, educational and information services were not captured as guidance services in curbing social vices in our secondary schools, especially in Delta state. Igbo (2014) opined that information services are relevant in curbing social ills among institutions of higher learning. Maiyo (2009), Kasoyo (2011) examined the role of guidance and counselling in Secondary Schools in Kenya, in shaping the career life of the teenager and the challenges faced by schools in using it as a measure of instilling discipline in children. His findings showed that guiding students could help in instilling discipline in children. Alutu (2017), also emphasized the need for information and educational services to help modified behaviours so that students could make the right choices and proper channelling of their interests, aptitudes and abilities. However, even though counsellors are in many secondary schools in Delta state (including Sapele Local Government Area of the state), social vices seem to be prevalent among students in the schools. According to Anigala (2020), there is an increasing prevalence and consequences of social vices such as cultism in primary and secondary schools in Delta state. Iyabo (2019) reported that Delta state police arrested 28 teenage cult members belonging to a group known as "Future Trigger Boys" aged between 13 and 16 years, during school hours.

Indeed, it is worrisome that schools with professional counsellors still experience adverse social vices among their students. While pondering this abnormal phenomenon, scholars have pointed out numerous challenges facing counsellors in delivering guidance services in secondary schools. For example, Egbochukwu (2008) has rightly observed that, due to the implementation of the National Policy on Education with its new curriculum, many more subjects have been introduced into the school table. Consequently, the school timetable is fully packed that there is insufficient time for guidance and counselling activities. It is either regular classroom teaching or manual work or, at times, test administrations for continuous assessment that takes most of the free periods, which could have been left for guidance programmes. So it becomes difficult for the counsellor to interact with the students who would not want to miss their classes and will be too hungry or tired to wait for counselling after school. Adeleke (2017) opined that lack of cooperation from fellow staff members and heavy teaching loads for the school counsellors are among the factors militating against guidance and counselling services in the Nigerian Educational system. Brown (2011) asserted that lack of time allotment for counselling is one the reasons why counsellors are not able to carry out guidance services in secondary schools. In a study of professional challenges faced by school counsellors in Nigeria, Anagbogu, *et al* (2013) found that lack of counselling clinics and lack of dedicated time to counselling in the school timetable were the topmost problems hindering performances by school counsellors. In this same vein, Arowolo (2013) found out that secondary school counsellors in Nigeria face the following problems: the wrong idea about counselling by principals and other members of staff, assigning counsellors to duties other than counselling, and lack of counselling offices amongst others. Egbochuku (2008) pointed out in her book, "guidance and counselling- A comprehensive text" that, because of the general attitude towards counselling,

counsellors are assigned teaching loads and at times, even clinical duties. This has negatively affected the implementation and administration of guidance services in such schools. The counsellor, instead of carrying out his duty as a counsellor struggle to cover the outline of the subject, thus diverting his attention. This could lead to failure on the part of the counsellors, to administer necessary educational guidance services to the students. Alutu (2017) also pointed out some obstacles that made it almost impossible for school counsellors to carry out information services. They include lack of provision for counselling in the school timetable in almost all the schools, counsellors being saddled with other general administrative duties instead of spending time on educational issues concerning individuals or groups of students, and non-recognition of counselling as a distinct profession.

From the reviewed literature available to the researchers, the focus of most studies is on explaining the needs and roles of guidance and counselling services (educational and information inclusive) in Secondary schools as well as various problems facing school counsellors in delivering guidance services, but none has investigated to what extent educational and informational services are being carried out to curb social vices among secondary school students in Delta state, a gap that this study stands to fill.

### **Statement of the Problem**

Over the years, social vices such as cultism, rapism and hooliganism, drug addiction, truancy, and flirting, among others have become a malaise among students in Delta state. Pieces of evidence abound of increasing involvement in social vices by students all over the nation (Ojeikere, 2004; Nwadiani, 2005). Many of them institute a menace to society, as most of the affected students will likely involve themselves in armed robbery, vandalism, kidnapping, area boys, sexual promiscuity, internet fraud, drug pushing and other ills (Yajor, 2014). Such behaviours have negative consequences on their lives and society. For example, there is a serious issue in society concerning sexual promiscuity that is on the increase in secondary schools. Research has shown that not less than 27% of schoolgirls have premarital sexual intercourse below the age of 18 years (Oluwoniresjuaro, 2003). Such girls in most cases do not progress in their academic careers but end up constituting one problem or another for themselves, family and society in general. What is commonly done to students who embarked on social vices include suspension, expulsion, probation, withdrawal of privileges, flogging or giving manual labour. However, these punishments could harden the hearts of students and create higher opportunities for them to involve in more dubious crimes in the larger society (Igbo, 2010). To the best of the knowledge of the researcher, studies have not been carried out to assess the extent to, which educational and informational services have been carried out to curb social vices among students in senior secondary schools in Delta state, this is the gap filled by this study.

### **Purpose of the Study**

This study seeks to examine the extent to which educational and informational services are provided by school counsellors to curb social vices among students in senior secondary schools in Delta state.

## **Research Questions**

The following research questions were answered in the study:

- i. To what extent have Education guidance services been provided in curbing social vices among senior secondary school students in Delta State?
- ii. To what extent have Information guidance services been provided in curbing social vices among senior secondary school students in Delta State?

## **Methodology**

A descriptive survey was employed for the study. The design enabled the researchers to seek the opinion of a representative sample of the population upon which conclusions, inferences and generalisations are made on a contemporary phenomenon. The population for the study consisted of all the senior secondary school students in Sapele Local Government Area of Delta state. There are twenty secondary schools in Sapele. The researchers used a simple random method to select three schools with each school producing one hundred students, thereby resulting in three hundred (300) students as the sample for the study. The researchers developed a twenty-five (25) item instrument titled "Education and Information Guidance Services Questionnaire (EIGSQ)" which had four clusters ranging from Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The mean rating of 2.5 indicates acceptance of the items while below 2.5 indicates rejection. The instrument was targeted at collecting data on the extent to which senior secondary school students in Sapele, Delta state, receive contents of education and information guidance services from counsellors in their schools. The instrument was face validated by two experts in the department of Educational Evaluation and the Counselling Psychology University of Benin. The Cronbach Alpha Reliability Coefficient was used to calculate the reliability coefficient of the instrument and it yielded a reliability index of 0.81. Data collected were analysed using Mean and Standard Deviation for both research questions 1 and 2.

## **Results**

Research question 1: To what extent have Educational Guidance Services been provided for senior secondary school students in curbing social vices in Delta State?

**Table 1: Extent of Education Guidance Services Provided in Secondary school**

<b>Items</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Remarks</b>
I have received a series of educational guidance services from the counsellor	300	1.00	3.00	1.7400	.52915	Rejected
I have been exposed to effective study skills through educational guidance	300	1.00	3.00	1.7533	.52923	Rejected
I have received Educational guidance to help me improve my study habit	300	1.00	3.00	2.0400	.57110	Rejected
Through educational guidance, I have been taught effective time management	300	1.00	3.00	1.7767	.53642	Rejected

Through educational guidance, I have learnt how to prepare my reading timetable	300	1.00	3.00	2.8233	.44660	Accepted
With the help of educational guidance, I learnt the effective use of the library	300	1.00	3.00	2.9100	.45008	Accepted
I have received educational guidance to improve my self-esteem	300	1.00	3.00	1.7867	.47810	Rejected
Educational guidance has taught me how to seek help from teachers and fellow students	300	1.00	3.00	2.6067	.51915	Accepted
Educational guidance encourages me to participate in school programmes like sports and voluntary organizations	300	1.00	3.00	1.7733	.55042	Rejected
I have been exposed to educational guidance to teach me how to prepare for my examinations	300	1.00	3.00	1.7400	.52915	Rejected
I have learnt from educational guidance how to select the subject of my interest and ability	300	1.00	3.00	1.7533	.52923	Rejected
Valid N (Is it wise)	299					

The result of educational guidance services provided for senior secondary school students in Delta state as presented in Table 1 indicates that the majority of the students have not received significant educational guidance services. This is shown by the mean and standard deviation of the respondents to the various items by the students. All the items but few had mean scores below 2.50. This implies that a significant number of the respondents are not exposed to the significant content of educational services.

Research question 2: To what extent have Information Services been provided for senior secondary school students in Delta State?

**Table 2: Extent of information Guidance Services Provided in Secondary school**

Items	N	Minimum	Maximum	Mean	Std. Deviation	Remarks
I have received various information and guidance services from the school counsellor	299	1.00	4.00	1.8328	.90420	Rejected
I have been exposed to information guidance that helped me solve various school challenges	300	1.00	4.00	2.0033	1.18660	Rejected
Through the information guidance I received, I have made my choice of career	300	1.00	4.00	1.9467	1.20914	Rejected
Through information guidance, I have learnt how to adjust to my school environment	300	1.00	4.00	2.6567	1.12443	Accepted
Information guidance from the counsellor has helped to set goals for myself	300	1.00	4.00	2.1533	1.35497	Rejected
The information guidance services I received assisted me to acquire information about work opportunities around me	300	1.00	4.00	2.1333	1.11040	Rejected
Through information guidance, I get to understand the importance and abilities in making career choices	300	1.00	4.00	2.6300	1.11351	Accepted
Information guidance from my counsellor has assisted me in self-direction	300	1.00	4.00	2.0000	1.09728	Rejected
The information guidance I received has helped me in improving my attitudes, values and habits	300	1.00	4.00	2.1333	1.11040	Rejected

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Information guidance from my counsellor has made me aware of career development in our society	300	1.00	4.00	1.8367	1.05848	Rejected
Information guidance has helped me in proper self-understanding	300	1.00	4.00	1.7900	.92126	Rejected
The information guidance I received has exposed me to co-curricular	300	1.00	4.00	1.9767	1.04231	Rejected
The information guidance I received has assisted me to be aware of educational and occupational activities within the community	300	1.00	4.00	1.9933	1.09420	Rejected
Information guidance has exposed me to how to get along with others	300	1.00	4.00	1.6833	.94128	Rejected
Valid N (listwise)	299					

The result of the information guidance services provided for senior secondary school students in Delta state as presented in table 2 indicates that the majority of the students have not received significant information guidance services. This is shown by the mean and standard deviation of the respondents to the various items by the students. All the items but few had mean scores below 2.50. It implies that significant numbers of the respondents are not exposed to the contents of information guidance services.

## **Discussion**

This study assessed the administration of educational and information guidance services in curbing social vices among secondary school students in Delta state. The discussion of the findings was done according to the research questions. Research questions sought to find out to what extent have educational guidance services been provided for senior secondary school students in Delta state. The presented result in Table I indicated that the majority of the students generally agree that educational guidance services are not made available to them by professional counsellors in their schools. This study seems to be in line with the findings and observations of other researchers and counsellors who noted that, secondary school counsellors are deprived of carrying out guidance services. The study seems to be in line with the findings and observations of other researchers and counsellors are deprived of carrying out guidance services. The study corroborates with the observation of Egbochuku who opined that the secondary school timetable is fully packed with so many subjects that there is insufficient time for guidance and counselling services. Even most of the free periods that could have been utilized for counselling programmes, are occupied by teachers with note-taking, tests and continuous assessment. So it becomes difficult for the counsellors to equip the students with educational guidance services. This finding also concurs with Adeleke (2017) who opined that lack of cooperation from fellow staff members and heavy teaching loads for the school counsellors are among the factors militating against guidance and counselling services in Nigeria's educational system. In agreement with the findings, Brown (2011); Anagbogu, et al (2013) found that lack of counselling clinics and lack



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of dedicated time for counselling in the school timetable were the topmost problems hindering performances by school counsellors. Educational guidance helps students to overcome problems such as choice of subjects, how to study, anxiety over examinations, choice of school to attend, how to combine subjects to pursue any area of study, disillusionment with chosen subjects, lack of interest and lack of motivation. When there is no proper guidance, students are likely to be distracted and seek help from elsewhere like involving in examination malpractice, joining a cult, taking drugs or takes to flirt with the opposite sex that promise to help.

Research question 2 sought to find out the extent to which information guidance services have been provided by school professional counsellors to senior secondary school students in Delta state. The result presented in Table 2 revealed that the majority of the students generally agreed that, the bulk of information guidance services are not made available to them by the professional counsellors in their schools. Most of the school counsellors are made to engage in either teaching or loaded with various administrative assignments by the principals, to the neglect of delivering information guidance services to the students. This finding supports the observation made by Alutu (2017), where she pointed out that, lack of provision for counselling in the school timetable, counsellors saddled with administrative duties, and non-recognition of counselling as a distinct profession are obstacles that made it almost impossible for school counsellors to carry out information guidance services. The study is also in line with Egbochukwu (2008) who pointed out in her text book "Guidance and counselling a comprehensive text", that because of the general attitude towards counselling, counsellors are assigned teaching loads and at times even clerical duties. No doubt, this has negatively affected the implementation and administration of guidance services in secondary schools. The counsellor, instead of carrying out his duties as a counsellor, struggle to cover the subject outline, thus diverting his attention from his professional duties of counselling. Therefore, there is a tendency that this could lead to the failure of the counsellors to administer informative guidance services to the students. The findings of this study equally concord with Aghadinazu (2019) who conducted descriptive research on the roles of Guidance counselling in promoting good study skills among secondary school students in Umahia, Abia state. The study revealed that counsellors are not playing their roles in helping students to learn the ethics of good study skills which are vital for their academic success, this is because counsellors in such schools are relegated to the background and denied the opportunity to function effectively. The findings of this study correspond with the submission of Ikeotunye (2009) in Aghadinazu (2019) that most school heads hardly have regard for counsellors as some of them often claim that any trained teacher can go into counselling thereby, subjecting trained counsellors to mere classroom teachers at the expense of counselling to solve students educational, informational, vocational and personal-social problems. The present finding is supported by the observations made by Ngwakwe (2016); Saidu (2011) that the available school counsellors are usually assigned teaching responsibilities and other ancillary duties at the detriment of their professional obligations. It becomes extremely difficult for such school counsellors to carry out information guidance services to students. Many students possess potentials and opportunities they are unaware of. They may also have good future personal-socio, academic and career plan that they are afraid of exploring. The information service aims at raising students' awareness as it concerns their potential and the opportunities available to them in different aspects of their lives. Thus, when the counsellor is not always available to

arm the students with the appropriate and normal information, the students could be misled and misinformed by peers, to take wrong decisions which may lead them to social vices.

Thus, the discussion of the study revealed that guidance counsellors are not effectively playing their roles in the administration of educational and informational guidance services to students, which are vital in curbing social vices among senior secondary school students. Research findings and scholarly observations have buttressed the fact that guidance counsellors are saddled with workloads outside counselling which hinders them from performing their roles appropriately as counsellors.

## **Conclusion**

The study brilliantly discussed the provision of educational and informational guidance services by school counsellors in assisting students to avoid social vices common among adolescents. The study, therefore, assessed the extent to which School counsellors administer educational and information guidance services to secondary school students to reduce the rate of social vices among senior secondary school students in Delta state. Based on the findings, the conclusions are; educational and informational guidance services are vital for students to actively navigate through the academic world and achieve desirable goals as well avoid social vices common among students. However, the study revealed that school counsellors are not always able to effectively play their roles in helping students with educational and information guidance services that will make them abhor social vices. This is because counsellors are loaded with teaching and other administrative duties.

## **Recommendation**

Based on the findings of the study, the researchers recommend that the roles of guidance counsellors in delivering educational and informational guidance services among students should be emphasized through the following:

- i. The inclusion of guidance and counselling as part of the school timetable should be implemented. This is an innovation, which was approved by the Counselling Association of Nigeria (CASSON) and the Federal Ministry of Education some years back and is yet to be implemented. This will provide a forum for counsellors to reach out to students often enough with the contents of educational, informational, vocational as well as personal-social guidance services. Students will find it easy to consult counsellors for their problems when there is a particular time allocated for it on the school timetable.
- ii. Government should place a ban on assigning teaching subjects to guidance counsellors in schools and defaulters must be sanctioned by the appropriate authority.
- iii. Counsellors should step up in their counselling roles to ensure the students' counselling needs are met, orientation services should be conducted accordingly to equip fresh students with the contents of educational and informational guidance services.

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- iv. Group counselling in form of enlightenment programmes should be organized in schools by counsellors to educate students on the hazardous effects of social vices and ways of preventing them.
  - v. Government should attach more importance to the counselling profession in Nigeria and upgrade to what is obtainable in other countries of the world. For the younger generations to be balanced in all ramifications and maintain a stable, peaceful and resourceful nation, counselling must be made an integral part of education, cherished, valued and respected.

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