

**PERCEPTIONS AND UPTAKE OF SCHOOL
COUNSELING SERVICES AND THE
ASSOCIATION WITH STUDENTS' MENTAL
HEALTH IN IBADAN, OYO STATE**

BY

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DECLARATION

This project is submitted in partial fulfillment of the award for the Master of Science in Child and Adolescent Mental Health in the University of Ibadan.

I hereby declare that this is my original work and it has not been submitted for any degree or examination in any other university and that all sources I have used or quoted have been indicated and acknowledged as complete references.

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CERTIFICATION

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ABSTRACT

Background

Currently, the mental health system for in-school adolescents in Nigeria has not shown much promise for addressing the mental health challenges of secondary school students. Therefore, research must continue in the area of school-based mental health services and the importance of supporting the social and emotional health of children and adolescents in order to promote learning of all students. This study examined perceptions and uptake of school counselling services and the association with the mental health of students in Ibadan, Oyo State

Methods

The study adopted a descriptive survey design of cross-sectional type using both quantitative and qualitative research methods. The survey was conducted in public and private secondary schools within selected local governments in Ibadan, Oyo State of Nigeria. The choice of selected local governments was based on randomized sampling outcomes from the sampling frame of LGAs in Ibadan, Oyo State. The study population comprised adolescents across JSS1 – SS3 classes in the selected secondary schools within Ibadan, Oyo State. A multistage sampling technique was adopted for the study. Structured questionnaires and focus group discussions were used to obtain relevant data from the study participants. Four research questions were formulated and analysed using both descriptive and inferential statistics.

Results

Uptake rate of school counselling services among students show that majority (87.2%) of the students were aware of the guidance counsellor in their school while 61.5% of them claimed that they had (at some point) visited the guidance counsellor in the office. Further results show that 43.1% of the students had negative perception of school counselling services, while 56.9%

reported positive perceptions of school counselling services. Prevalence and types of Mental Health problems was 20.7%. Sociodemographic correlates of counselling perception show that class ($\chi^2= 9.121$; $p = 003$) and mother's education ($\chi^2= 12.266$; $.001<.05$) were positively correlated with students' perception of counselling. Further results show a significant association between overall students' mental health (total difficulty score) and counselling uptake ($\chi^2=5.784$; $df=2$; $.03<.05$).

Results from the focus group discussion showed students' view their counsellor as an adviser, a staff who helps students and a school administrator. Students' reasons for uptake and non-uptake of counselling services were also examined and results showed that majority of the students went to see the counsellor for academic related issues while students did not visit the counsellor because they believed counsellors are not capable of providing solutions to their problems. Finally, in terms of students' perceptions of how helpful these counselling services have been, it was observed that majority of the students with counselling experience adjudged it to be helpful.

Conclusion

In line with the outcomes of this study, there is need for the secondary school management to adopt a more collaborative counselling program in which the management, teachers, school prefects and the school counsellors would work hand-in-hand in improving counselling uptake.

CHAPTER 1

INTRODUCTION

1.1 Background

Adolescence (which occurs between 10 and 19 years) is a phase of physical, cognitive, and psychological development that generally occurs during the period from puberty to the start of adulthood (Kruger, Gouws, & Dicker, 2011). It is pertinent to point out here that adolescence is characterized by stages of changes wherein adolescents become more rational and capable of more complex thinking and tend to evaluate and criticize before arriving at a definite conclusion. It is also a time for developing independence through complex maturational and developmental process which varies across individuals and cultures (Wang, Liu & Wang, 2014). Successful passage through this portal to adulthood results in biological maturation, a secure sense of self, the ability to enjoy close friendships and group belonging, and the mental capacity to deal with the onslaught of life's challenges. However, failure to manage adequately this physical, emotional, cognitive, and moral unfolding of adolescence can lead to a deviant identity and mental health challenges characterized by behavioural anomalies (Lahey, Loeber, Burke & Applegate, 2015).

As earlier iterated, adolescence is a critical period of mental, emotional and physical development, and the still-developing brain and hormonal changes make adolescents more at risk for depression and more likely to pursue risky behaviours (Knopf, Park, & Mulye, 2008). Experts indicate that approximately one in five adolescents have a diagnosable mental health disorder, with depression being the most common (Knopf et al., 2008; Schwarz, 2009). Unfortunately, only a small percentage of these adolescents actually receive care through mental health systems (Knopf et al., 2008; National Association of School Psychologists, 2002).

Educational leaders have struggled to identify ways to address the growing mental health needs of the adolescent population (Saeki et al., 2011), and many schools address the ensuing behavioural issues with detention, suspension or expulsion (Skiba & Rausch, 2006). However, disciplinary strategies do not address underlying mental health issues. In many schools, school counsellors, social workers and psychologists provide individual support for students with mental health and behavioural issues. With their large caseloads, though, it is unlikely that students receive the attention and services they need (McCarthy, Kerne, Clafa, Lambert, & Guzman, 2010). Moreover, “a disproportionate amount of time is spent on serving a small number of students with severe social-emotional and behavioural problems”.

One of the formal processes used by professionals in assisting adolescents navigate successfully through the transitions of adolescence is guidance and counselling. The terms “guidance and counselling” have been conceived internationally in different ways. Jack and Enose (2010) defined them as an interactive process co-joining the counselee, who is vulnerable and who needs assistance and the counsellor who is a professional trained to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment (Agi, 2014).

Secondary school counsellors are responsible for assisting students’ development of academic, workplace readiness and social/emotional skills that they will need to be successful after high school (Nwachukwu, 2007). The American School Counsellor Association (2003) specifies that school counsellors provide programs, classroom-based interventions, and counselling in order to improve achievement and promote the positive social and personal development of all students. Traditionally, counsellors in public schools offer a range of services to promote the healthy development of its students, including health classes, a guidance curriculum, and other student support (Okobiah and Okorodudu, 2004). In addition, counsellors provide individual counselling and crisis intervention on an as needed basis.

However, with adolescents' increasing mental health needs (Collishaw, Maughan, Goodman & Pickles, 2004), it is unlikely that students are receiving the support they need.

In addition, the majority of programs aimed at addressing barriers to learning are viewed as supplemental and are planned, implemented, and evaluated in a fragmented and piecemeal manner making them redundant and costly (Adelman & Taylor, 2008). Instead, support services need to be part of a comprehensive, multifaceted, and cohesive framework. Adelman and Taylor (2008) argue that "we must rethink how schools, families, and communities can meet the challenge of addressing persistent barriers to student learning, and, at the same time, enhance how all stakeholders work together to promote healthy development" (p. 302). This framework will shift the paradigm from a focus on the needs of a single child to a focus on the needs of all children (Doll & Cummings, 2008).

Traditionally, guidance entails activities designed to induce positive functionalities into abilities, interest, attitudes, aptitudes, and at the same time, turn around weaknesses. Guidance traditionally involves provision of direction or advice as in a decision or course of action, showing the way; setting and helping to drive, lead, assist, pilot and steer ideals into individuals by counselling professionals to enhance the achievement of goals. Denga (2001) defines guidance as a cluster of formalized services through which help is given to individuals in situations where adjustment, planning interpretation of information, and choice are needed. It involves rendering assistance to individuals or groups or group of people to enable them direct themselves and relate their needs effectively to requirements, demand and opportunities of social, educational, occupational and psychological situations.

Counselling is the service offered to the individual who is undergoing a challenge and needs professional help to overcome it. Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals. According to Willey and Andrew (2011), Counselling involves two individuals one seeking

help and other a professionally trained person who helps to solve problems, orient and direct him towards a goal which leads to his maximum development and growth. Counselling services are therefore required for individuals having developmental problems because of the handicap they suffer in any area of emotional either because of hereditary factors or environment conditions.

While the importance of counselling services to the mental health status of adolescents has been established, there are still a myriad of barriers which affect its effectiveness. One major concern that school counsellors have attributed to counselling limitations is the negative attitude and perception of adolescents towards school counselling services. The direct beneficiaries of school counselling services are the school students. Therefore, a situation where students' themselves have negative perceptions and poor attitudes towards counselling is indicative of the counselling programme being '*dead on arrival*'. In such cases, poor results may still be accounted for in counselling services, despite favourable policy formulation implementation. For instance, Ubana (2008) found that counselling services in selected schools across Cross River State were not visible despite the efforts of the government in providing adequate counselling resources for students. Similarly, Chaturika (2015) found that students mistrusted the guidance and counselling teacher who they thought would reveal their deepest secrets.

For Guidance and Counselling to be comprehensive, according to Eddy (2001), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives (Nyaegah, 2008). Calestine (2002), observe that the person with a problem must be willing to seek assistance from a counsellor and if he or she is unable to do this, then it is very difficult to work

cordially with him or her. The teacher-counsellor cannot create this readiness in students; it must come from within the student who has the problem. It is a popular view that successful counselling involves, to some reasonable degree, voluntary client participation. They have noted that how a client perceives counselling might serve as a barrier to the process.

1.2 Problem Statement

School-based mental health is not a new idea, however within the last few decades, the model has gained more traction because of the need to enhance mental health in schools. As a result, most schools have some programs to address a range of mental health and psychosocial concerns (e.g., school adjustment and attendance problems, dropouts, physical and sexual abuse, substance abuse, relationship difficulties, emotional upset, delinquency, violence) (Weist, Lever, Bradshaw & Owens, 2013). Currently, the mental health system for in-school adolescents in Africa is inadequate (Horowitz & Reinhardt, 2009) and families encounter many obstacles that they must learn to navigate, such as insurance problems and poor knowledge of mental health. Therefore, schools have become the de facto mental health provider for these individuals (Martinez & Young, 2011). Unfortunately, schools do not have enough resources to address the emotional and behavioural challenges that students present (Weist, Paternite, Wheatley-Rowe & Gall, 2010). Support staff work with a large number of students, and, even though they are trained in effective prevention and intervention techniques, they tend to be constrained by their roles. For example, school counsellors are seen as academic advisers and school psychologists are relegated to the role of evaluator (Mazza & Reynolds, 2008).

One of the dominant themes in recent literature is the utilization of a tiered system of support, which draws upon the theory of prevention science (Herman, 2012). Much of the research in the area of school-based mental health interventions within an African context has primarily been focused on the effectiveness of particular interventions and programs, such as

Eber, Sugai, Smith and Scott's (2002) research on the implementation of the Positive Behavioural Interventions and Support (PBIS) curriculum in an elementary school. More recently, some researchers have begun to study the implementation of curriculum at each level of intervention to identify what helped and hindered successful execution (Weist, Stiegler, Stephan, Cox & Vaughan, 2010).

Most of the current discussion about school improvement and educational reform has been focused on curriculum and instruction, standards-based assessment and other innovative ideas to improve student outcomes (Ravitch, 2010). While there are some researchers (Gresham, 2004; Repie, 2005; Weist et al., 2010; Froiland, 2011) that continue to talk about the need to address social and emotional health due to its inextricable link to learning, these voices are few and cannot break through the other rhetoric about educational reform. Research must continue in the area of school-based mental health services and the importance of supporting the social and emotional health of children and adolescents in order to promote learning of all students.

1.3 Justification of the Study

The period of adolescence is often tightly woven around school-based activities and relationships, thus supportive environments and programmes at school are important for the mental health needs of adolescents. It is not a new insight that physical and mental health concerns must be addressed if schools are to function satisfactorily and students are to succeed at school (Adelman & Taylor, 2008). It has long been acknowledged that a variety of psychosocial and health problems affect learning and performance in profound ways (Schwarz, 2009). Such problems are exacerbated as adolescents internalize the debilitating effects of performing poorly at school and are punished. Individuals with mental health problems are likely to experience difficulties achieving academic success or even staying in school. Hence,

school policy makers, have a lengthy history of trying to assist teachers in dealing with problems that interfere with schooling (Schwarz, 2009). Prominent examples are seen in the range of counselling, psychological, and social service programs schools provide referrals. The use of school-based counselling services to promote the psychological well-being and protection of adolescents from adverse experiences and risk factors which may impact their potential to thrive are not only critical for their well-being during adolescence, but also for their physical and mental health in adulthood.

It must however be acknowledged that school counselling as a strategy for moderating and modifying students' behaviour, depends largely on the perception of students and the reaction it elicits. In other words, counselling in itself cannot effect any positive change without being accepted, patronised and utilised by students. And the school counsellor whose success critically depends on the level of awareness of the counselees cannot expect to reap much from his endeavours without the knowledge of the prevailing, sentiments and prejudices that students have towards him and his programmes. This perspective has greatly influenced the motivation to conduct this study.

1.4 Research Questions

To guide the direction of this study, the researcher specifically intends to provide empirical based answers to the following research questions.

- What are the perceptions and uptake rate of school counselling services among students in Ibadan, Oyo state?
- What are the types and prevalent rate of mental health problems among the students in Ibadan, Oyo state?
- Are there sociodemographic correlates of perception and uptake of school counselling services?

- Is there an association between mental health and students' perceptions and uptake of school counselling services?
- What are the participants' reasons for uptake or non-uptake of school counselling services?
- What are students' perceptions on effectiveness of counselling as well as their preferences of gender, age and religion of in a school counsellor?

1.5 Aim and Specific Objectives

The general aim of this study is to examine perceptions and uptake of school counselling services and the impact on the mental health of students in Ibadan, Oyo State. However, the specific objectives of the study include,

- To determine perception and uptake of school counselling services among students in Ibadan, Oyo state.
- To determine the prevalence and types of mental health problems of the students in Ibadan, Oyo state.
- To determine the socio-demographic correlates of perceptions and uptake of school counselling services among students in Ibadan, Oyo state
- To determine the association between mental health and students' perceptions and uptake of school counselling services
- To determine the reasons for uptake or non-uptake of School counselling services
- To determine students' perceptions on effectiveness of counselling as well as their preferences of gender, age and religion of in a school counsellor.

CHAPTER TWO

LITERATURE REVIEW

2.1 Adolescence and Mental Health

At any given time, approximately 15-20% of all children and adolescents are experiencing psychological strain, with symptoms compromising their well-being, everyday tasks, learning and interactions with others (Folkehelseinstituttet, 2014), and approximately 8% have symptoms so severe that it constitutes a disorder (Heiervang et. al., 2007). According to the World Health Organization (1979) the definition on mental health is "...a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". This includes the development of feelings, thoughts, behaviour, and social skills as well as the ability to experience independence, affiliation, flexibility and vitality.

Mental health is far more crucial for the quality of life, interpersonal relationship and productivity than the absence of diseases (Herman, Saxena & Moddie, 2005). A good mental health is central for learning, development and self-expression for all children and young people (Bru, Idsøe, & Øverland, 2016). At the same time, adolescence is a vulnerable time in many young people's life where periods of time consist of big upheaval, both physically and mentally, where they are trying to find out who they are, meet new challenges and expectations (Kroger, Martinussen & Marcia, 2010). Adolescents spend about 1/3 of their time at schools. Schools therefore have a unique role in promoting learning and developmental skills, in addition to promote mental health and provide important support to adolescents who struggle with mental health problems (Bru, Idsøe, & Øverland, 2016). Schools and education are not just limited to the academic learning, but it is also very important to the adolescents' mental health and social life.

Multiple factors determine the mental health of an adolescent at any one time. The more risk factors adolescents are exposed to, the greater the potential impact on their mental health. Factors which can contribute to stress during adolescence include a desire for greater autonomy, pressure to conform with peers, exploration of sexual identity, and increased access to and use of technology. Media influence and gender norms can exacerbate the disparity between an adolescent's lived reality and their perceptions or aspirations for the future. Other important determinants for the mental health of adolescents are the quality of their home life and their relationships with their peers. Violence (including harsh parenting and bullying) and socio-economic problems are recognized risks to mental health. Adolescents are especially vulnerable to sexual violence, which has a clear association with detrimental mental health.

Academic learning and mental health are mutually influenced by each other (Ogden & Hagen, 2013). This means that the school promotes mental health through priority of academic learning. However, this indicates that optimal learning conditions require attention to the adolescent mental health (Bru, Idsøe, & Øverland, 2016). The schools' main task can sometimes be to represent "normality" and daily routines. For those adolescents where life is a chaos, for instance children whose parents struggle with substance abuse, the focus on school work, structure and predictability in a good learning environment may represent security and "normality". For those adolescents, the school may represent social support and support from other adults/teachers (Bru, Idsøe, & Øverland, 2016).

The school environment is of great importance to pupils' well-being and learning results (Bru, Idsøe, & Øverland, 2016). The schools are legally required to work systematically to monitor the pupils' school environment and implement measures to promote and protect the mental health of students. This gives the students' the opportunity to ask the school for any deficiency to be remedied if they feel that the indoor climate or any other aspect of a school building or playground cause discomfort. In the same way, all those who feel harassed by

offensive words and acts, such as bullying, violence, harassment, ostracism, discrimination and racism, can contact the school and ask for something to be done about this (Opplæringslova, 1998). The school has a duty to take such requests seriously and handle them through formalized institutions. Some common mental health problems during adolescence, as highlighted in the UNODC World Drug Report of 2018, are described below;

2.2 Mental Health Needs and School Based Counselling

Within recent years, there has been an increased onus on schools to identify and support young people who may be experiencing mental health difficulties (Department of Education, 2016). Currently the most prevalent type of support available to young people is via referral to a school counsellor. About 61% – 85% of secondary schools provide young people with access to individual therapeutic support (Cooper, 2013). However, Spratt, Shucksmith, Philip, and Watson (2006) highlight that funding for posts is often limited resulting in a variable provision of counselling services across schools. Thus, the amount of support available to young people appears to be inequitable across the globe (Polat & Jenkins, 2005).

Additionally, the study of Spratt, Shucksmith, Philip, and Watson (2010) revealed that teachers often have a significant role in identifying such pupils and referring them for therapeutic support. However, many teachers have received little or no training to enable them to recognise behaviour that might be indicative of mental health difficulties. Furthermore, teachers are more likely to identify pupils that present with externalised difficulties that involve challenging classroom behaviour. As a consequence, pupils with more internalised difficulties are likely to be overlooked at school. There are, therefore, difficulties in identifying young people with mental health problems and indeed in determining what behaviour is representative of a mental illness.

The increasing presence of counsellors in schools also appears to have evoked mixed responses from school staff. One study shows that teachers value counselling services in schools believing them to have a positive impact upon pupils' capacity to study and concentrate in class (Cooper, 2013). On the other hand, a study by Phillips & Smith (2011) highlights concerns amongst some school staff that believe that providing pupils with counsellors indulges them, providing them with a vehicle to avoid working in lessons. Polat and Jenkins (2005) further highlight problems associated with the lack of knowledge that local authorities and schools have of mental health and therapeutic interventions. Of the 39 local authorities that took part in their study, one fifth were not aware of relevant professional bodies or qualifications for counsellors and therapists.

Due to the lack of knowledge within schools concerning the different therapeutic modalities and the qualifications needed for therapists, the appropriateness of staff employed and the interventions that they offer therefore seems debatable. Additionally, the study of Polat and Jenkins (2005) revealed that many local authorities are having difficulties evaluating the effectiveness of the school counselling services due to issues relating to respondent subjectivity, reliability and confidentiality. The tendency to rely on specialist practitioners to provide mental health support suggests that the dominant model of mental health in schools is a deficit one, related to the medical model (Friedli, 2009) wherein support is only offered when a young person is deemed to be experiencing mental health difficulties. However, an alternative approach might incorporate more systemic interventions that support and promote the maintenance of mental well-being for all pupils (Friedli, 2009).

Spratt et al. (2010) highlight other difficulties in providing specialist mental health support for young people at school. They point out that in medical settings, where young people would have traditionally accessed therapeutic support, the notion of Gillick competency (*i.e.* whether an adolescents is able to consent to his or her own medical treatment, without the need

for parental permission or knowledge) is used to determine the level at which young people can participate in decision making relating to their care. When a young person under the age of 18 years old is Gillick competent, they are able to consent to medical treatment as long they are deemed by a professional working with them to have the intelligence and understanding to appreciate what the treatment involves. Therefore, parental consent is not required (British Medical Association, 2001).

However, within schools, parents are deemed to be legally responsible for young people with schools acting in loco parentis. As such, the emphasis is often on parents and school staff for consent and referrals in relation to access to specialist support services. Given that many young people seek high levels of confidentiality for support, this referral structure can be seen to be problematic; particularly if the young person's concerns are related to school or indeed their parents (Polat & Jenkins, 2005). It would therefore appear that support currently being provided to young people in schools can result in their disempowerment (Spratt et al., 2010).

Offering therapeutic support in schools thus appears complex. There are issues relating to how pupils are referred for support and the knowledge base of head teachers and local authorities in employing appropriately trained staff. There are also problems relating to the suitability of therapeutic interventions that are offered and of the type of culture that these interventions promote. Additionally, there are issues relating to confidentiality and whether they enhance or restrict multi-agency working and a shared sense of responsibility for difficulties a young person might be experiencing.

2.3 Concept of Guidance and Counselling

Coyle and Dunne (2008) said that guidance and counselling are different terms although they are corresponding elements. As regards the description of guidance, Shahinshah (2010) says that the word 'guidance' is derived from the root word "guide" which means to lead, pilot,

aid, direct, interact, manage, inform, assist or steer. Gladding (1996) submitted that guidance is a process of helping people make important choices that affect their lives. Similarly, Gibson and Mitchell (2007) say that guidance is an activity through which a teacher exposes students or students to the reality of the world and also helps them to choose their day to day life style. Further, Okobiah and Okorududu (2004) cited by Mapfumo and Nkoma (2013) stated that guidance in schools is made up of programmes of activities through which learners get help out of the problems. Considering the aforesaid definitions, it is evident beyond doubt that the role of guidance in schools is to help learners to make right decisions for their day to day life progression.

Regarding counselling, Goldberg (1980) defined counselling as an organized exploration of self and/or environment by a client with the aid of a counsellor in order to clarify self-understanding and/or environmental alternatives so that behaviour modifications or decisions are made on the basis of broader cognitive and affective understandings. Congruent with this, Ebireri (2004) says that counselling is assistance rendered to an individual to accomplish behaviour modification or take decisions on the basis of greater cognitive and affective understandings of self and environment such that they become more effective and productive members of the society. Makinde (1981) describes counselling as an interaction process co-joining the counsellee, who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counsellee understand him/herself and the reality of his or her environment. Similarly, Anagbogu (1988) defined counselling as a process of helping the individual towards overcoming obstacles to his/her personal growth, which could be educational, social, personal or vocational.

Therefore, through counselling, learners can have a complete knowledge of themselves and their environmental realities so that they modify their lives to reach a well-matched

standard so that they effectively overcome educational, social, personal or vocational impediments. As regards guidance and counselling, Idowu (1990) views them as an interventional process planned within a school set up through which the absolute development of students are stirred in areas concerning their personal, social, career, emotional and academic aspects. Additionally, Okeke (1994) discerns guidance and counselling as the process of assisting an individual to understand himself and his world better and thus be better equipped to solve life problems. Further, Lunenburg (2010) says that it is a planned and organised work meant to assist an individual to understand himself and his or her abilities and develop his or her potentialities in order to solve his or her problems so as to attain a well matched psychological, social, personal, educational and vocational status.

Mapfumo (2001) says that guidance and counselling services are offered at two diverse altitudes, the guidance level and the counselling level. Guidance category is concerned with the educational, personal, social or vocational information delivered in an educational nature to groups of individuals with common agenda such as the potential job seekers who need information on job-seeking skills or students who need to be equipped with study strategies and general examination taking techniques. On the other hand, Nayak, (2004) says counselling needs are more individual and responsive to confidential needs of a particular client. The clientele includes those with examination anxiety, low self-esteem, low self-confidence, negative concept of self, attention-deficit disorders, drug abuse, sexual abuse which are handled through individual relationship between counsellors and their clients. Unlike guidance that can be done publicly, counselling is a private affair.

In a nutshell, guidance service is a curricular based programme which is developmental, preventative, suitable and responsive to the needs of the learners and is conveyed in an in-class milieu. On the contrary, counselling involves provision of services which are directed at

responding to an individual learner's needs as they surface right through his or her school life span (Mapfumo, 2001).

2.4 Historical Perspectives of Guidance and Counselling

2.4.1 Western Perspectives

Initial work in guidance was evident in the USA in the 19th Century by George Merrill at California School of Mechanical Arts in San Francisco, California. Information on various jobs was given by Merrill to the students in order to equip them and assist them in selecting vocations that were in line with their strengths, interests, aptitude and potentialities. School counselling on the other hand was officially noted at the turn of the twentieth century. In 1626, the first document on vocational choices 'The Universal Plaza of All the Professions of the World' authored by Tomaso Garzoni came into sight. Despite this preliminary work, it was not until the twentieth century that formal guidance activities were handled by expert personnel (Gysbers & Henderson, 2001).

According to Krumboltz and Kolpin (2002) the development of guidance and counselling in the United States began with the social reform movement in the 1890s. Attributed to this emergency was the unprecedented increase in child labour and the difficulties people residing in slums within cities encountered, many people were outraged. In that regard, compulsory education movement and vocational guidance movement started and focused on guiding people into the labour force so that they became productive members of society. In 1909 Frank Parson, coined the term 'Vocational guidance' in his book 'Choosing a vocation' and was credited as being the "father" of the vocational guidance movement. His immense input at the Civic Service House led to the development of the Boston Vocation Bureau in 1909. The Boston Vocation Bureau designed a system of vocational guidance in the Boston public

schools. Further, the work of the bureau stimulated use of vocational guidance both in the United States and other countries.

The emergence of Industrial Revolution also facilitated the development of guidance and counselling, (Gysbers and Henderson, 2001). This was the period that saw a swift growth in the industrial sector, social protest, social reform and utopian idealism. To this end guidance and counselling was initiated to tackle the negative social conditions associated with the industrial issues. Ndhlovu (2015) identified development of job analysis, formal assessment tests of mental ability and excess profit tax as three main factors responsible for the evolution of personnel work in industry. Olugbenga and Ogidan (2006) asserted that the industrial revolution instigated the commencement of vocational guidance that was started to help individuals to choose and to prepare for a most relevant vocation. Additionally, Schmidt (1993) stated that an increase in divergent population enrolled in schools led to the introduction of school guidance and counselling.

Furthermore, the world wars dictated the emergence of school guidance services as students needed counselling services to overcome the traumatic war experience they had during the world war. Krumboltz and Kolpin (2002) pointed out that after World War II men in the counselling field adopted the 'nondirective' or 'client-centered' counselling strategies moving away from the old trend of testing. Carl Rogers, the proponent of client centered theory in counselling, an American psychologist, was directly responsible for that change. The new approach minimised counsellors' advice-giving and stressed the creation of conditions in which the client controlled the counselling content. In the 1950s the American School Counsellor Association (ASCA), was born and expanded the professional identity of the school counsellor (Kochhar, 2012).

Other countries later began to develop guidance movements. For instance, in 1918 there were documented reports of vocational guidance in Uruguay and China. In France, secondary

school counselling was started in 1922 and by the late 1930s was adopted by the educational system and considered as an essential part in guiding learners in their educational endeavours and preventing deviant behaviour among them. Taylor (1971) states that in Britain, school counselling was introduced in schools in reaction to societal transformation which created conditions that necessitated attention for individual needs. He states that urbanization, decline in family tradition and industrial revolution led to the introduction of vocational counselling. The industrial revolution and urbanization created emotional instability among the learners as they were studying under high anxiety due to high competition. Learners were under pressure to choose a vocation. As a result, vocational counselling was started to help the learners in selecting their vocational ambitions.

Klingman and Ajzen (as cited by Karayanni 1985) stated that school counselling services had started in Israeli schools in the 1960s. The services that were introduced focused on the learners' vocational needs as well as educational development. Yuk Yee and Brennan (2004) highlighted that in Hong Kong, school guidance and counselling started in the 1950s. That was due to variations in children's background, increased developmental, social and personal problems, lack of motivation in academic activities, the rise in deviant classroom behaviour and juvenile delinquency. In that regard school guidance and counselling services were initiated in order to assist the learners overcome educational, personal, social and vocational problems.

The development of school counselling in South Korea seemed to be quite rapid as reflected by the growing number of school counsellors (Lau and Fung, 2009). While it was encouraging that full-time school counsellors' positions were established in the schools in 2005 and that setting up a tenure system provided better job security for school counsellors, their work environment, however, was found to be quite undesirable. Guidance and counselling

work, as a result, was not the mainstream in the realm of education. In Japan, guidance and counselling in schools were initially taken up by clinical psychologists.

2.4.2 African Perspectives

Prior to Western influence, most African societies had various forms of social services that were provided for young people and children, so that they could develop and grow into responsible and productive members of their communities or ethnic groups (UNESCO, 2000). To function effectively in one's community, one needed to be aware of the values, beliefs and roles one had to play as a member of a particular regiment or sex. Many young boys and girls were socialized, or taught the ways of their communities, as well as the various skills their forebears used to earn a living, or to provide for their families. Initiation schools, for example, taught young people things they would need later on in their adult lives. For instance, they would learn about the history of their ethnic group, how to relate to each other as boys or girls, and how to behave as adults, as well as know their responsibilities as parents or members of the community.

While some people argue that guidance has always been part of an African heritage, the formalization and integration of guidance services into the education system only began in the late fifties. However, guidance activities can be traced in Nigeria in the 1950s. In other countries such as Malawi, Tanzania, Swaziland and Zambia guidance did not exist until the 1960s. Idowu (2004) elaborated that the genesis of formal guidance and counselling in Nigeria dates back to 1959, a year in which a group of Catholic Reverend Sisters at St. Theresa's College, Oke-Ado, and Ibadan organised a formal careers guidance programme for their graduating final year students. Professionals were invited to give vocational talks to the students. The Careers Day conference, as it was later christened, gave learners an opportunity

to interact with, listen to and ask questions from the professionals about labour market and the fields of work.

Later that formed the basis of the Ibadan Careers Council in 1962 which was later transformed into Nigerian Careers Council in 1967 with the participation of other states of the federation. Denga (1986) reported that the Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria (CASSON), an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON provoked the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation.

The Kenyan government recognised the need for school guidance and counselling. In 1971, guidance and counselling was introduced in Kenya through the recommendation of Kenya Education report. The “Report of the National Committee on Educational Objectives and Policies of 1976” recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). As a result, guidance and counselling played a role in preventing examination malpractices in Kenya’s education system.

Chireshe (2006) mentioned that the introduction of the school guidance and counselling services as supportive services to learners was started in Zimbabwe after its independence in 1980. In 1983 the establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture provided a platform that responded to the personal, educational and career needs of students in schools. Similarly, Ndanga (1994) said that an increase in responsiveness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted

in the introduction of school guidance and counselling services in schools. Learners were guided and counselled against many vices including examination malpractice.

UNESCO (2000) stated that in 1963, Botswana introduced school guidance and counselling in the education system. Since 1985, after a policy direction seminar on guidance and counselling, Botswana directed her emphasis on making guidance and counselling comprehensive through the provision of personal, social, vocational and educational needs of learners. It is worth noting that some countries now train teachers in school counselling, so that they can provide effective counselling and guidance. In Botswana, for example, in addition to the general guidance and counselling courses taken by all those trained as teachers, the University of Botswana has introduced a Post-Graduate Diploma in Counsellor Education (PGDCE) and plans to have other counsellor education programmes at the certificate, diploma, bachelor, and master levels. In addition, it is now a requirement for every teacher to have studied guidance and counselling at the pre-service level. Plans are underway to provide training for all teachers in the field of guidance (Guez and Allen, 2000).

2.4.3 Nigerian Perspectives

The development of guidance and counselling started in Nigeria for various reasons which include: expansion in the enrollment of students in the primary and secondary schools after the independence in 1960, the growing need of youth in Nigeria, repeated changes in the education system and unrest in tertiary institutions and the changes in home and family life. (NPE,1977). According to Adediran (1995), it is generally accepted that in Nigeria the organized and formal guidance and counselling service started in 1959 at St. Theresa's College, Oke Ado Ibadan, 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 leavers. They invited some twenty outsiders to advise them about placing sixty of their final year female students in

appropriate careers. This is about eight decades after the birth of an established and functional guidance and counselling services in America. The advisers even though were not vocational guidance specialists, later formed the core of what later became the Nigerian career council.

The Federal Ministry of Education in its efforts to encourage guidance education established a guidance counselling unit in 1961 to be supervised by an education officer in the ministry. This was temporarily suspended in 1966 as a result of the civil war but re-visited in at the onset of the 6-3-3-4 system of education. By the end of the 70s, the government had already recognized the importance of guidance and counselling in the educational, economical and social life of the nation. In the 3rd national development plan (1975-1980) emphasis was geared towards achieving the manpower needs of the nation. The government then realized that for education to be complete, the beneficiary must have a good sense of fulfilment. This led to the inauguration of the Counseling Association of Nigeria in 1976 as an affiliation of the American Personnel and Guidance Association (APGA). The Federal Government then inserted the need for guidance and counselling services and courses in our schools in its National Policy on Education by 1981. This then led the state governors to establish guidance and counselling units in their ministries of education, in addition to counselling units in the universities.

2.5 Role of Guidance Counsellors in Schools

Okeke (2003) pointed out that the school counsellor, as the coordinator of the school guidance and counselling programme, has a lot of roles to play, ensures normal growth and development through preventive counselling, helps students to make appropriate vocational plans through proper educational and vocational counselling, and takes a lead in establishing school guidance and counselling programme. The school counsellor also carries out Research and assessment survey to identify the guidance needs of students, coordinate the materials and

human resources necessary for the programme by delegating responsibilities and ensuring that they are carried out.

The school guidance counsellor does not handle all cases, rather he makes appropriate referrals to relevant specialists, guides and counsels students in educational vocational and personal social matters and listens attentively to suggestions made by others in planning the school guidance and counselling programme (Ubana, 2008). School counsellors also utilize other school personnel in mounting the school guidance programme in school. The school guidance counsellor also administers psychological tests and interprets the result for appraisal purposes (Ubom, 2011) . He has to engage in research activities to improve the guidance and counselling practices while acting as a liaison officer and consultant to students, school personnel, and parents.

School counsellor also plan and direct group activities that promote positive human relations experiences for all students. Renders information services to students regarding available vocational, educational and social opportunities within the locality and the wider society. The school guidance counsellor creates awareness and sells the programme within the students and staff and outside to the entire community.

Counseling Association of Nigeria (CASSON) (2003) define the functions of guidance and counselling teachers in a school as: providing orientation services to new learners; providing educational counselling; providing vocational counselling; providing personal, social counselling; providing referral services; providing follow-up services; operating as school placement and liaison officer or learners' record keeper. CASSON (2003) says that as part of guidance and counselling teachers' schedule of duties, he or she does the following: first and foremost he or she organizes orientation or induction service to them on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs or

aspiration of the school and urges them to identify themselves with the development of the school which would subsequently interpret into their own progress.

The guidance and counselling teacher serves as parent-loco parentis-especially to those whose parents or guardians are far from the school setting. Additionally, he or she could organise orientation/induction services to new members of staff. Also, the guidance and counselling teacher supervises and monitors learners' school performance regularly. He or she administers tests on academic matters, scores them, analyse and interprets them then uses them for counselling interventions or for referral purposes. He or she provides counselling services to learners with study problems. He or she guides learners on academic matters such as choice of school subjects and the completion of Junior Secondary Course or Senior Secondary Course Examination Forms.

American School Counsellors Association (ASCA) (1999) opines that it is the duty of the guidance and counselling teacher to collaborate with teachers, other professionals or parents on learners' scholastic performance. He or she handles disruptive or problematic learners, groups or classes and help to modify their behaviour. He or she also keeps records of learners' academic progress, analyse the results and plan intervention strategies such as provision of remedial work or Individualised Educational Plan (IEP) (Lockhart, 2003). Additionally, he or she equips learners with study skills and provides them with necessary resources for studying and further identifies learners with special educational needs such as the gifted students, learners with disabilities, underachievers, repeats, frustrated learners and so forth. The guidance and counselling teacher can guide and counsel teachers and parents on academic matters concerning their children.

Campbell and Dahir (1997) opine that the guidance and counselling teacher provides students with occupational information such as job-hunting skills, job maintenance and administer vocational tests such as occupational interest inventories, scores and interprets the

results and use them in counselling learners and parents on vocational matters. The guidance and counselling teachers also promote vocational development in learners through organisation of careers talks, vocational tours to professional and vocational centers or uphold vocational clubs and organises vocational experience such as holiday jobs, attachment or pilot schemes. Furthermore, the guidance and counselling teacher provides counselling services to learners on their personal and social matters and problems. Additionally, he or she fosters personal and social development in students through individual and group programmes such as school exchange programmes, self-management skills, social skills or training in assertiveness.

CASSON (2003) also states that the guidance and counselling teacher provide referral services of learners whose problems are not within his province to other professionals with technical knowhow such as medical doctors, physiotherapists, social worker, psychologists or special educationists. He or she processes, evaluates and uses data and other inputs from other professional for counselling interventional processes. At times he or she invites resource persons to come to the school and give information on their area of expertise. The counsellor may also take up cases referred to him for counselling, assessment, placement, or consultations and gives feedback to the referring agencies or professionals.

According to UNESCO (1998) guidance and counselling teacher further provides follow-up services. This is done in collaboration with school teachers, members of the multidisciplinary team, parents or even observing the learner in both indoor and outdoor activities, he or she can have a home visit to the learners' homes. Also, he or she also operates as a school placement and liaison officer. He helps the learners to undergo assessment that will help to place the learners in their most appropriate learning *milieu* such as special schools, helps learners in subject selection or careers that meet their aptitude or personality. He or she collaborates with the tertiary institutions of learning or prospective employers for vocational

information and provide it to the learners or give information about the learners and provide to the tertiary institution of learning or prospective employers.

According to the American School Counsellors Association (ASCA) (1999) the primary role of guidance counsellors in regard to special needs learners is to serve on multidisciplinary teams that identify the educational and counselling needs of special needs students, share this information with appropriate professionals, staff and parents, and use a team approach to address those needs. In order to facilitate this process, guidance and counselling teachers can develop checklists of learners' behaviours or characteristics (Lockhart, 2003). Similarly, Reis and Colbert (2004) said that without appropriate knowledge and understanding of the needs and characteristics of specific groups of learners with disabilities, guidance and counselling teachers may not know how to contribute to their educational, vocation, personal or social development.

According to American School Counsellors Association/ (ASCA) (1999), the primary role of guidance and counselling teacher in regard to special needs students is to serve on multidisciplinary teams that work to identify the educational and counselling needs of learners. Reis, McGuire, and Neu (2000) said that guidance and counselling teachers should emphasize on learners' abilities and talents, as opposed to focusing solely on their deficits. They can also encourage the acquisition and use of compensation strategies to address learning disabilities, such as books on tape and other technological aids, as well as the acquisition of targeted study and learning strategies. These materials can centre on career awareness, vocational interests predominantly associated with their vocational choices, educational requirements of careers they desired and other career related issues.

Black and Langone (1997) said that guidance and counselling teachers have a role in advocating for wide perspective vocational plans that center's on the learner's interests and abilities or increase future vocational choices. Vocational discovery activities implemented at

the primary and secondary school sectors can prepare students with special needs for example, learners with hearing or visual impairment to make career options in young adulthood. Lapan, Gysbers, and Sun (1997) say that the essence of school guidance and counselling services incorporated the aspects of enhancing the learners' scholastic performance; minimise the learners' school dropout rates, developing learners' effective study habits, preparing students for examinations and the labour market or creating a least restrictive learning *milieu* (Oniye and Alawane, 2008).

Ndhlovu (2014) says that guidance and counselling has various roles it plays in schools. One of the major roles is the enhancement of the learners' optimum development. He contends that the learner's total development is not the offspring of one school subject but a sum total of all the school curriculum provisions of which guidance and counselling is part. Congruent to that is an assertion by MESVTEE (2013) that elaborates that education is an important tool for preparing an individual for a better life in adulthood and for national development. To achieve that, guidance and counselling is important for the production of the full and well-rounded developed learner- physically, intellectually, socially, affective, morally or spiritually- who will fit in society and contribute positively for his or her good and society at large.

2.6 Challenges Facing Guidance and Counseling in Schools

2.6.1 Time allocation

Many school authorities refuse to give definite time to school counsellor to perform the guidance and counselling programme. Instead, they are engaged in teaching some other subjects or in doing other administrative jobs (Denga, 2001). Scheduling time for counselling has met with problems. Cursory observations and practical experience shows that most principals do not want counselling during school hours because no time has been provided for it on the school time table (Denga, 2001). According to them, it would probably disturb the

school activities. However, for the counsellor in the school who at the same time has to keep up with the teaching function, it may not be easy for him to wait after school hours for group or individual counselling. Students too are not patient enough and parents may also frown at their staying behind after school hours. Others advocate for the break time and sometimes library period. However, the counsellor may have classes at these periods and in most cases these times are too short for any meaningful guidance programme to take place.

2.6.2 Location of Counselling offices

In places where the authority manage to give accommodation, the location of the room or counselling office are too open and this affects the attitude students have towards it. Laosebikan (1980) related an account of a school where the counsellor was given a room directly opposite to staff-room and students who were seen going in were later questioned by other members of staff who want to know what their problems were. Many schools do not provide an adequately prepared room for the guidance services. Some use rooms in the administrative block while others are left to look for shades, neither of which are acceptable (Agi, 2014). Records in the guidance services are very important especially for reference purposes; however, because of inadequate arrangement of rooms, the necessary clerical staff and even successful keeping of records had been a problem in schools where guidance and counselling services are offered. It is very tedious for the guidance counsellor to combine counselling services with the clerical duties of record keeping.

2.6.3 Shortage of Counselling personnel

Professionally trained counsellors are in short supply in our schools. Many Universities do not train counsellors with specialized training; hence most schools make use of teachers as counsellors and career masters who do not have deep knowledge of counselling programme.

2.6.4 Lack of recognition

Guidance and counselling programme in Nigeria as at today is not being given its due recognition to have the necessary impact. The Luke-warm attitude of parents, government officials, school authorities, class teachers constitute serious problems to the effective discharge of guidance and counselling services in our schools as many people still fail to recognize the guidance and services as being necessary in schools.

2.6.5 Confidentiality

In the African culture, there is the tendency for individuals to keep their needs, worries and problems secrets until, in many cases they get out of hands. These hinder counselling activities and the smooth discharge of the work of the counsellor. Many of the clients may refuse to discharge their minds in the presence of others for fear of being found by others. Some who are interested in discussing in the presence of others are often shy, not wanting others to know that they have problems. There is also the interference and conflict of cultural belief and professional ethics. Students need the assurance that their secrets will be kept in confidence. However, some principals and teachers expect counsellors to divulge this information when they require it. This is against the ethics of the profession and the counsellor finds himself between two opinions. If he insists on keeping such information secret, the relationship between him and other members of staff is further strained.

2.6.6 Problem inherent in Counselling personnel

Counsellors themselves have sometimes constituted great problems for themselves. Some of them are not fully committed to the profession (Makinde 1981). Some counsellors do not give enough time for the counselling interaction. Also, with regards to the age of the

counsellor, some people have come to conclusion that older counsellors are better than young ones because of the experience they have passed through. This attitude on the part of some principals and teachers is passed on to the parents who would rather seek older counsellors. That notwithstanding, the present counsellors in the school systems must pull their weight to negate the ill-feeling and suspicion on them by the school authority.

It is also disheartening to hear that the guidance counsellors are the architect of their own problems in the school system. If the school personnel view them as having nothing special to offer to the school system and as such try to frustrate them, it is then up to an individual counsellor to work harder to negate such feelings and attitudes. But rather than doing this, most guidance counsellors after a few trials fail to struggle to win the race hereby giving the school authorities the chance to confirm their earlier hypothesis about them. This is why Kolo (1985) observed that one of the major problem in the practice of guidance in Nigeria is that which is inherent in the counsellors themselves.

2.6.7 Insufficient psychological testing

Appropriate psychological tests are rather few in Nigeria schools. In more advanced countries, such tests take care of educational, vocational and personal interests and other problems of the youths in relation to subject and career choice. The use of imported psychological batteries which are found in our schools may cause more harm than good because their relatively difficult vocabulary and cultural differences.

2.6.8 Lack of funds

In considering how the guidance and counselling service will be offered, issue such as finance cannot be overlooked. Funds for the innovative efforts of counsellor have not usually been forth coming since the school heads find it difficult to give out of the already scarce funds to counsellor. This may not exactly be their faults as provision may not have been made for

this from the governmental level. Any successful service requires money. Funds are needed for the purchase of tests, collection and storing of information. The school is expected to have an annual allocation of funds sufficient to install and maintain necessary equipment, literature and teaching aids for the counselling services. Money is needed for transport fares, and career excursion, cumulative record folders, allowance and hospitality for guest speakers at careers day or career conventions.

2.6.9 Negative Perception of Counseling

Negative societal attitudes towards the counselling programme are also a major challenge facing its successful implementation in schools. While some significant others seek for information to be divulged others see the counseling relationship as an invasion of the privacy of the individual. Some parents who are in support of this view attempt to frustrate rather than support the guidance programme (Makinde 1981). They sometimes accuse counsellors of instigating their children against them and intruding into their family life. These negative attitudes lead to an unsuccessful implementation of the counseling activities since these attitudes are sometimes passed on to the students. The negative attitudes of significant others that have been discussed may be traced back to the age long tendency of man of resist change. Makinde, (1981), Shaw (1973) have identified guidance as the third force in education, i.e. in addition to teaching and administration.

This later development may be one of the contributing factors to its difficulty in being fully established in the school system. It is regarded as an agent of disruption of existing school structures. Some have identified state and local officials as contributing to this problem of non-acceptance. Makinde (1981) identified a failure of state and local officials to identify with and deal effectively, collectively or singularly with the issue of guidance in schools. Though

recommendations have been made in the policy of education for guidance services, little effort have been made to see its implementation effectively.

It is also unfortunate that the same problems facing the guidance and counseling services in the secondary schools are also experienced in our higher institutions of learning. The University counsellors in most institutions are made to do administrative works in the student affairs units rather than face the counseling job (Campbell & Brigman, 2005). The University management usually does not provide adequate accommodation for group and individual counseling services. During accreditation exercise however, University managements are fond of making fire brigade arrangement such as taking over lecturers' offices and furniture for the counseling units (Carlson & Kees, 2013). This type of arrangements usually collapses as soon as the accreditation exercises are over. One would have expected that at this level, counseling services should be taken more seriously considering the level of the hydra headed psycho-social problems in these institutions. Generally, therefore, cursory observations show that the Nigeria society has neither understood nor accepted the enormous importance of Guidance and counseling services in the different facets of life.

2.7 Students' Perception of Counselling

A study on student perception on current school counseling service in Sri Lanka was carried out on 100 grade 10 students by Chathurika (2015) at four mixed sex schools in Anuradhapura district. A survey design was employed as the major research approach using questionnaire and interview schedule as instruments for data collection. As a main problem, 65% of students confirmed that they do not have much confidence with their school counsellor especially with individual counseling in the sense that the responsible teacher was not faithful. From the study above, it can be seen that most students perceived their guidance teachers not fully qualified for the job, resulting into a breakdown between them and the school guidance

and counseling teachers. According to the data put forth in the study conducted by Chaturika (2015), students mentioned that there was no room or place for school counseling in their schools while other schools did not have a proper place for guidance and counseling as the rooms were not in good condition.

Chireshe (2006) undertook research whose aim was to assess the effectiveness of guidance and counseling services in Zimbabwean secondary schools. Her study utilised the survey design from a sample of 950 individuals no more than by means of questionnaires. The majority of the students in the study stressed that guidance and counseling rooms were located near the administration building, a substantial number indicated that the services were provided in an office far from the administration block and a quarter said the services were conducted in a classroom. The state of affairs was not different from Nyambura (2014) who employed the expost facto design on 240 students using interviews, questionnaires and focus group discussions, to investigate students' perceptions of the effectiveness of guidance and counseling services in curbing deviance in secondary schools of Thika sub-country in Kenya. He established that guidance and counseling services were offered in the principal or deputy principal's office, dining hall, during assemblies or at open grounds.

Modo, Sanni, Uwah and Mogbo (2013) examined guidance and counseling services among secondary school adolescents as coping strategy for improved academic performance. The population comprised of all SS3 students in public secondary schools in Uyo municipality, Uyo Local Government Area of Akwa Ibom State. A sample size of 252 students responded to the instruments. Three null hypotheses were raised and tested for the study. Data were collected using researchers designed structured questionnaire tagged "Guidance and Counseling services and school academic performance questionnaire' (GCSAPA), and using the respondents SS2 promotion result which was a standardized state wide examination, to get their academic performance. The data were analyzed at 0.05 alpha level using t-test. After computation, the

result revealed that students who utilized the counseling services performed better than those who did not. It was recommended that all schools should be provided with professional counsellors to help the students.

Siamoongwa (2004) randomly selected a sample of 64 participants at four high schools (Munali boys, Lotus, Kamwala and Chelstone secondary schools) in Lusaka urban. The focus of the study was to evaluate awareness and attitudes of students towards guidance and counseling services. Questionnaires were used to gather data from the 60 students as well as the four teachers. Ninety (90%) of students in this study perceived guidance and counseling services as lacking materials that would acquaint them with knowledge on educational and vocational guidance. Momanyi (2013) used questionnaires on 120 students in her cross-sectional survey design study. Of the students who responded, 49.1% said that career booklets were not available while a small number said that they were not adequate. However, about 31.1% said that they were adequate. This is in agreement with Amukoa (2014) that generally, career booklets are not available in most schools and those few schools that may be having, they are not adequate.

In another study conducted by Yirgalem (2013), it came to light that the counsellor-student proportion at the 9 schools in Ethiopia's East Harerge zone and Hareri region was about 1 to 1000. Such a ratio is not in tandem with the ideal situation recommended by ASCA (2007) when it urges that there must be counsellor-student ratio of a minimum of 1:100 and a maximum of 1:300 while the Nova Scotia Department of Education (2007) suggests that 'both elementary and secondary schools must have a maximum ratio of students to guidance counsellor of 500 to 1'. Counsellors in the reviewed study had too many students to attend to, which affected the quality of services provided, as counsellors often resorted to joint counseling sessions. However, the joint sessions also discouraged students from attending counseling sessions.

Siamoongwa (2004), in his study conducted in secondary schools of Lusaka urban in Zambia, found that 57 students out the 60 in the study indicated preference of guidance teachers of their sex while only three liked guidance teacher of their sex. Students explained that they were freer to talk to the guidance and counseling teacher of the same sex. It was established in Zimbabwe by Chireshe (2006) that female students preferred female counsellors while male students had a preference of male counsellors. UNESCO (2000) also indicated sex preference of students as important to facilitating their access and positive perceptions to guidance and counseling services. A student in an interview by Chaturika (2015) in Sri Lanka reported that the guidance and counseling teacher was a lady and as a boy he was shy to discuss his personal matters with her. This brings to light that the gender of guidance teachers may have a bearing on how students perceive guidance and counseling services.

Mapfumo and Nkoma (2013) were of the view that counsellors tend to lack necessary training and rarely keep records on their activities. Maturure (2004) as well concluded that the majority of guidance teachers are general teachers with no component of guidance and counseling in their training. In the same respect, Mamonyi's (2013) findings also showed that lack of trained teacher counsellors and facilities results to teachers not being confidential and lack the knowledge and skills required to guide and counsel students. In Zambia, MoE (2012) confirms this by stating that in case a school does not have a qualified guidance or school counsellor, the head teacher is mandated to appoint anyone among his teaching staff as guidance teacher/counsellor as long as the appointee has favourable attributes of a counsellor. An implication to this is that the appointee may not be able to identify students' problems, know how and when to offer the services or work within the ethics because of lack of training, thus may be deemed incompetent by the students they serve.

In a study conducted by Nyokabi (2005) in Gatunyaga division-Thika district of Kenya, it was found that students disliked the idea of being seen around the guidance counsellor

or seen going into or leaving the counseling office. Probably, this could be due to perceived victimization by fellow students. Bichanga's (2005) research on students' attitudes towards guidance and counseling in five public secondary schools of Ngong Division, Kajiado district in Kenya found among others that counselors' incompetency, inadequacy of resources and facilities for the guidance and counseling department, double role of teacher counsellor and lack of appropriate time set aside from the school curriculum for guidance and counseling activities hindered students' access to guidance and counseling services. This resulted into students perceiving guidance and counseling services negatively.

Aizat et al (2015) in Lumpur, Malaysia indicate that students are reluctant to access counseling services mainly because they are not ready to do so. In addition, students prefer to seek help from sources other than the counsellor. The study was conducted at two secondary schools on 52 students picked randomly. Questionnaire and interviews were used for data collection. From the interviews which Aizat et al (2015) conducted, one respondent said that she was reluctant to seek counseling because she did not know how to identify her problems. She thought that she had no problem at all and was not ready to seek counseling service because she would not know where to start from. In terms of help preference, a respondent said that he only sought for counseling service as the last resort because he was more comfortable to share his problems with his close friends. In terms of information about the guidance and counseling teachers, a student claimed that he did not know the roles of counsellors, and thus perceived that counseling was only for problematic students.

Ubana (2008) examined attitudes of secondary school students towards guidance and counseling in Yakurr local government area in Cross River State of Nigeria. He found that students' attitude towards guidance and counseling services was negative and that sex of the student and the geographical location of the school had no significant influence on students' attitudes toward guidance and counseling services. In Kenya's Starehe district, Fgatabu (2012)

examined institutional factors influencing provision of guidance and counseling services in secondary schools. Results indicated that the majority of secondary school students show an attitude of negativism towards guidance and counseling. He posited that students' negative perceptions emerged from their lack of confidence in the teacher-counsellors, lack of professionalism in the service and scarcity of time for guidance and counseling. Results by Eyo et al (2010) showed that students reveal wrong perceptions with regards to guidance and counseling services, hence were not sure if guidance and counseling would help them to resolve or find better alternatives to their school problems and life challenges in general. Although the way students in secondary schools in Mazabuka district would perceive guidance and counseling services offered to them was a subject not clear.

Using the ex-post facto design on 160 forms two and three students selected randomly, Nyokabi (2005) explored students' problems and perceptions towards guidance and counseling services in Gatunya division in Nairobi. Findings exposed that 77.9% of students had positive attitudes towards guidance and counseling services. Studies by Nyambura (2014) and Eyo et al (2010) also put forward that a significant number of students were aware of the availability of guidance and counseling services and had positive perceptions about the services they were provided with. Students attested that it was due to guidance and counseling that they were able to progress well in their education, solve their problems objectively and identify their endowed abilities in various areas or activities. Revelations of this nature point to the fact that those students' perception of guidance and counseling services in this particular work was positive, but the scenario was unknown in Mazabuka's secondary schools.

Yunis (2006) carried out a study on the students' perception of guidance and counseling services in secondary schools in Kajiado Central Division, Kajiado District. A survey design was used and questionnaires were administered to establish the perceptions of students towards guidance and counseling in secondary schools. The study found out that when guidance and

counseling service is perceived as part of the administration, students avoided using it. On the other hand, when they perceived it as concerned with only educational or academic problems, it would still keep students with other problems from using it. Yunis (2006) explained that perceptions held by students towards seeking help also determine how effectively counseling resources were used. Therefore, students with positive attitudes towards seeking help were more likely to seek counseling than those with negative attitude. As such, special attention should be drawn to adolescents' perceptions towards guidance and counseling services so as to develop willingness to access these services.

Mghweno, Mghweno and Baguma (2013) examined the influence of secondary school students' access to guidance and counseling services on school life, attitude towards studies and career choices. The study used descriptive and correlation designs with both qualitative and quantitative approaches. Data was collected using self-administered questionnaire from 152 students; and interview guide to 16 administrators and teachers who are directly involved in guidance and counseling services. The findings reveal that the services offered in the selected schools included: academic, health, moral, and spiritual matters. Out of 152 student respondents, only 10(6.6%) reported that they have not been counselled at any moment. Accessing the services showed significant correlation with students' attitude towards studies and career choice ($p = 0.00$ at $\alpha = 0.05$). Likewise, significant relationship was observed between students' attitude towards studies and career choice ($p = 0.015$ at $\alpha = 0.05$). It was concluded that accessing guidance and counseling services has an effect in shaping students' attitude towards studies and career choice.

Lasode, Lawal and Ofodile (2017) investigated students' needs, awareness, perception and use of Guidance and Counseling Services (G&CS) in Federal University of Agriculture, Abeokuta (FUNAAB). Simple random sampling technique was used to sample 283 respondents across the ten (10) colleges in the institution. Data were collected with the aid of

questionnaire and analysed using descriptive statistics such as frequency, percentages, and mean. The questionnaire was subjected to a pilot study that revealed psychometric properties of Cronbach's Alpha 0.86. Result revealed that 91.1% of the respondents were aware of G&CS and 74.6% of the respondents currently using the services indicated that it was very helpful. The rating of the counseling needs of the respondents revealed that academic issues with a mean of 3.62 ranked first, and exam pressure management had a mean of 3.51 ranked second. Furthermore, the rating of the perception of students on the quality and effectiveness of G&CS indicated that organized orientation services for fresh students ranked first (mean = 2.55), while effective counseling on personal, social, academic and vocational challenges ranked second (mean = 2.49). The study concluded that the G&CS needs of the students across the colleges differ due to the dissimilarities in their disciplines across the University.

Eguche (2011) carried out a study on the status of the implementation of Guidance and Counseling Services in the secondary schools. The population for the study was made up of 30 practicing school professional and teacher counsellors in the secondary schools in his area. It was discovered that: the status of the implementation of guidance and counseling programmes in the secondary schools of that area is low and has been very much impeded by scarcity of guidance personnel, dearth of facilities, equipment and tools, lack of provision of funds for the programme, lack of concrete steps by the government towards the implementation of guidance services in secondary schools in the area, lack of provision of time for guidance personnel to carry out their guidance services, wrong conception of what guidance is all about by both students and parents and some individual also has a negative effect on the success of guidance services in schools in the area. It was also discovered that the attitude of teachers and principals towards school counsellors and the role-conflict between them and the counsellors do impede guidance work in the area.

A study by Bartlett and Burton (2009) evaluated the impact of comprehensive developmental guidance implementation on students with visual impairments in South Africa. Results showed that in schools where guidance and counseling services were fully operational, learners behaved well and recorded less disciplinary cases. According to Bartlett et al (2009) guidance and counseling practices are an efficient and effective way of supporting and helping students deal with problems and issues in educational, vocational and personal areas. Substantiating Bartlett et al's (2009) conception, Marín (2006) stated that an essential aspect of the guidance and counseling service is assisting students in knowing the personal strengths and weaknesses, providing information on one's option, helping the student in the analysis of this information and aiding them in the college admission counseling process.

A study by Mopelola (2007) investigated the effectiveness of counseling intervention in curbing examination malpractices in selected Lagos State secondary schools, particularly the use of Rational Emotive Therapy (RET) of Albert Ellis and Robinson's SQ3R (Survey, Question, Read, Recite, Review) study habit technique. It was revealed in the study that: counseling intervention had a significant effect on the attitudes of male and female subjects towards examination malpractice. There was significant difference between the attitudes of experimental participants before and after the treatment towards examination malpractices. Based on the findings, recommendations were made towards the curbing of examination malpractices in the education sector, which included: The need for teachers, school administrators and government to encourage group counseling programmes such as talks and workshops for students, exposure of parents, guardians, teachers and the public to seminars which can change their illogical thoughts and ideas about their children achievement through cheating.

A study by Onuka, and Durowoju (2013) that looked into the role of some stakeholders in effectively curbing examination malpractices in Nigeria suggested that the government

should go back to what was obtainable the old school years when guidance and counseling teacher was attached to each school. Students failed in life because they were not well guided and properly informed. The guidance and counseling teachers played a significant role within the school system. The government should ensure that each school has a qualified guidance counseling teacher who would not be burdened with class work.

Ossai (2004) reports that proactive or preventive counseling approach should be adopted by guidance and counseling teachers to reorient students who are prone to engaging in examination malpractices. Proactive counseling in this case refers to professional services provided by a trained counsellor to prevent a student from engaging in examination malpractices and this is predicated on objective assessment of students' study habits prior to sitting for examinations. The researcher wondered whether the strategy could not be used by guidance and counseling teachers in Mongu and Senanga Districts to prevent examination malpractices.

Onyinyeowuamanam (2005) in Seyoum (2011) said that the role of the counsellor and other school personnel in providing quality education in schools revealed that guidance and counseling teachers and other school personnel such as: the principal, teachers, school health personnel, and administrative staff could collaborate in enhancing the provision of quality education, reduce or solve educational, vocational and socio-personal problems. He further expressed that the cooperation of the school counsellor and the other school personnel could help to reduce poor academic performance, examination malpractice, high rate of drop out, deviant behaviour and wrong choice of courses and career among students.

An experimental study by Shobola, Olatomide and Omoyemiju (2011) in Nigeria examined the effectiveness of guidance training on the perception of Senior Secondary School Three towards examination malpractice. Results of the study showed that the treatment on examination malpractice had significant impact in reducing examination malpractice. Also,

participants' parents' occupation, educational level and familial nurture had no combined contributions on the effects of guidance training on students' perception of examination malpractice. Based on the findings, it was concluded that guidance training in form of guidance talk, seminar, workshop and interaction can be effective in curbing examination malpractice and other related academic malpractice among students.

A study by Ajowi and Simatwa (2010) conducted in Kisumu district in Kenya examined the role of guidance and counseling in promoting student discipline in secondary schools. The findings showed that guidance and counseling was minimally used to promote student discipline in secondary schools. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools instead of guidance and counseling. A study by Tamilenthii and Mbewa (2012) conducted in high and basic schools in Petauke District in the Eastern Province of Zambia looked at the impact of guidance and counseling services on grade nine (9) and twelve (12) students. The findings revealed that very little was done in the areas of guidance and counseling. As a result, its impact was not felt by the students.

CHAPTER THREE

METHODS

3.1 Research Design

The research adopted a descriptive survey design of cross-sectional type using both quantitative and qualitative research methods.

3.2 Research Setting

The study was conducted in public and private secondary schools within selected local governments in Ibadan, Oyo State of Nigeria. Ibadan is the capital city of Oyo state, located in South-Western Nigeria. It is one of the largest cities in Nigeria with a population of over 3 million (World Population Review, 2019). The choice of selected local governments was based on randomized sampling outcomes from the sampling frame of LGAs in Ibadan. Ibadan presently has more than 400 public secondary schools and approximately 57 private secondary schools across the LGAs (Oyo State UBEC). With the inauguration of the Counselling Association of Nigeria in 1977 at the University of Ibadan with a United States trained Counsellor and academic Professor Isaac Olu Makinde as its first President, Guidance and Counselling services was incorporated in the set-up of all public schools in the state.

3.3 Population of the Study

The study population comprised adolescents across JSS1 – SS3 classes in secondary schools within Ibadan, Oyo State.

Inclusion Criteria: the following were the criteria for recruiting a participant into the study

- Students between the ages of 10-20 years
- Students who provide assent and parents gave consent

Exclusion Criteria: the following were the criterion for excluding participants from the study

- Students whose parents refused to give consent

3.4 Sample Size and Sampling Techniques

Using the above formula, the sample size estimation was calculated with an estimated counselling uptake rate (p) of 48.2% as found by Azfredrick (2015) among school attending

adolescents in south-east Nigeria with standard deviation ($Z= 1.96$) for 95% confidence interval in a normal curve and a degree of precision (d) of 5%, the estimated sample size equals 383.66 (approximately 384).

A multistage sampling technique was adopted for the study. The first stage involved the use of stratified random sampling to select 2 LGAs from the 11 LGAs in Ibadan, Oyo State of Nigeria. This was achieved by grouping the LGAs into two strata. The first stratum was the metropolitan area consisting of five urban local governments in the city while the second stratum was made up of the semi-urban area made up of six local governments in the city. Simple random sampling via the ballot technique was then used to select 1 LGA from each stratum. The second stage of sampling involved the selection of 1 public and 1 private secondary school from each of the selected LGAs via convenient sampling techniques. Conditions of convenience included school size, accessibility, proximity, school management consent and availability of counseling services within the school etc. The third stage involved simple random sampling to select one class arm each from JSS1-SS3 classes in each of the selected schools. Total enumeration of students in the participating class arms was adopted. A sample of 392 students was obtained for the study.

3.5 Research Instruments

The instruments used for data collection in the study included four structured questionnaires for the quantitative aspect of the study and a Focus Group Discussion guide for the qualitative aspect of study

3.5.1 Quantitative Instruments

Four questionnaires were used to obtain relevant data from the study participants (secondary school adolescents).

- **Socio-Demographic Questionnaire**

The first questionnaire captured the demographic characteristics of the participants, as well as their socio-economic status. It was adapted from the School Health Questionnaire by Omigbodun and Omigbodun (2004). This included items such as age, gender and class of study. The socio-economic status (SES) of the respondents was evaluated using the SES items from Omigbodun's socio-demographic questionnaire which measures SES indicators of respondents' parents including, education and living condition.

- **Counselling Uptake Questionnaire**

The second questionnaire measured awareness and uptake of school counselling services by students. This was measured nine items which describe awareness and uptake levels of school counselling services by the respondents. The items were developed by the researcher based on an extant review of literature on how such constructs have been measured in previous studies (Stormshak, et al., 2011; Hoagwood, et al., 2007). Examples of items on the questionnaire include; *'Do you have a guidance counsellor in your school?'* *'Do you know where the office of the counsellor is located in the school premises?'* *'Have you ever gone to see the guidance counsellor?'* Each item was rated on a three-point likert format of 'Yes=2', 'Undecided=1' and 'No=0'. The last item in this section was a multiple-choice question in which multiple ticks were allowed. The item sought to identify the various reasons for which respondents had visited the school counsellor for.

- **The Student Counselling and Perception Scale**

This was adopted and modified from the original scale used by Uba (1986). The scale, made up of 28 items, evaluates students' perception and attitudes towards some facets of school counseling programmes. Examples of items on the scale include; *'I feel uneasy going to a counsellor because of what some people might think'*, *'There are certain emotional problems, which should not be discussed outside one's immediate family'* The items on this scale are

rated on a five-point likert format ranging from ‘strongly disagree=1’ to ‘strongly agree=5’. In scoring the scale, a maximum and minimum score of 140 and 28 respectively can be obtained by the respondents.

- **Strengths and Difficulties Questionnaire**

The fourth questionnaire comprises the Strengths and Difficulties Questionnaire (SDQ) self-report form which is a brief 25-item measure that assesses the psychological adjustment of youth (Goodman, 1997). The SDQ examines emotional problems (5 items), conduct problems (5 items), hyperactivity/inattention (5 items), peer relationship problems (5 items), prosocial behaviours (5 items). The items on the scale are rated on a 3-point likert format ranging of ‘Not true=0’, ‘Somewhat true=1’, and ‘Certainly true=2’ in scoring the scale, a total difficulties score is calculated using the SDQ, which ranges from 0-40. A score between 0-15 is Normal, 16-19 is Borderline while 20-40 is Abnormal. This is because the prosocial behaviours subscale is not included in calculating the total difficulties score. For ease of analysis, the scores between 0-19 were considered normal scores and 20-40, abnormal.

3.5.2 Qualitative Instrument

Focus Group Discussion was conducted among selected students from the participating classes. The FGD was based on a structured guide designed in line with the objectives of the study. Face validity of the FGD guide was achieved through an evaluation by a committee of experts which included scholars in related fields of measurement and evaluation, as well as the project supervisor. Items that received unanimous acceptance were retained while items that seemed vague, complex, difficult or invalid for the study were removed.

3.6 Procedure for Data Collection

The researcher visited the selected schools within the study area. Upon completion of administrative protocol which involved a formal request for conducting the research within the school premises among school students; the purpose of the study was explained to the management of the schools. Simple random sampling technique for selecting the arms of classes to participate in the study was carried out. During questionnaire administration, an introduction to the study was made as well as verbal instructions for completing the instruments. Participants were encouraged to ask questions to clarify issues about the instrument and their administration. Participants were assured of their confidentiality. Enough time was allowed for all the respondents to finish before retrieving all questionnaires. The questionnaire administration was conducted in a controlled classroom setting with the assistance of the class teachers.

The FGD was conducted among school students who were conveniently selected within the selected schools. The FGD session was set up with six participants in each group. There were 8 groups in all for the FGD. Two in each school (1 group for boys, 1 group for girls). During the interaction process, questions and responses were recorded to give an accurate description of the conversations. Relevant non-verbal cues were also noted and jotted down for reference purposes.

3.7 Method of Data Analysis

Quantitative data from this study was analysed through Statistical Package for Social Sciences (SPSS-17). After the data was obtained, it was coded and entered into SPSS data file. Descriptive statistics (mean and standard deviation) and Chi-Square were performed by the investigator in providing answers to research questions. In each case, the level of significance set for acceptance was <0.05 .

Qualitative data collected from the FGD sessions was subjected to a coding process to identify emerging themes. To begin the analysis, each question was analysed to examine the unit of meaning. The meaning extrapolated from the sentences or phrases were compiled together with similar units and clustered into categories. The units of data were used as the basis of the analysis of emergent themes. This procedure provided a contextual lens with which to obtain valid answers to research questions and study objectives.

3.8 Ethical Considerations

During the data collection process, the school students were briefed about the study and informed about the voluntary nature and confidentiality attached to participation. Thus, participants were allowed to quit the process at any time if they wanted to do so as their participation was voluntary. After assuring the confidentiality nature of responses and obtaining informed consent from the participants. Specifically, the following ethical considerations were upheld.

- **Confidentiality of Data:** responses of participants in the study were treated as confidential. Names, addresses and other forms of identification were not used during the study. All data obtained in the course of the study were used strictly for academic research purposes.
- **Use of Acceptable Vocabulary:** Questionnaire items and instruments were presented using comprehensive and socially acceptable vocabulary.
- **Beneficence to Participants:** The outcomes of the study would be of benefit to the participants as well as other members of the population involved. This will be achieved by ensuring that a good measure of feedback is carried out through publication of results and recommendations for public consumption.

- **Non-Maleficence to Participants:** The procedure for data collection included non-invasive methods which posed no physical threat to the life and safety of the participants.
- **Voluntariness:** Only potential participants who consented to participate in the study were included. Furthermore, their right to opt out at any stage of the study was upheld.

CHAPTER FOUR RESULTS

4.1 Socio-demographic Characteristics

The participants of the study comprised 392 students from selected secondary schools in Ibadan. The distributions of their socio demographic characteristics are presented in Table 1. Results from the Table show that more than half of the participants (51.8%) were female. Their ages ranged from 12 to 20 years, with 51.6% of them being within ages 13-15 years and 39.8% years of them being within ages 16-18. The mean age was 15.6 years. All classes from JSS1 to SS3 were represented in the sample with majority (45.9%) of them being from SS1. In

terms of religious affiliation, more (54.3%) of the respondents were Christians while 43.1% were Muslims. The remaining 2.6% claimed to be affiliated to other religions.

4.2 Family Characteristics

Family characteristics of the participants were sought using indices of parental education and occupation. The distribution of participants' parental education are presented in Table 2. Results from the Table show that majority (68.1%) of the participants had fathers with secondary education and higher while 31.9% of the participants had fathers with primary education and lower.

Further results from the Table show that majority (62.5%) of the participants had mothers with secondary education and higher while 37.5% of the participants had mother with primary education and lower. In assessing socio economic status of the respondents, an item which sought to evaluate After-School work among the students was included. Results showed that 41.8% of the respondents affirmed that they were engaged in After-School work to earn money and support the family.

The living condition of the participants was also sought in order to understand the patterns of home interaction that the students experienced. The distributions of participants' living conditions are presented in Table 3. Results from the Table show that 68.9% of the students lived with both parents while 3.6% lived with relatives. The remaining 27.5% lived with either their mother or father only. An item which sought to evaluate students' level of satisfaction and affection towards their family showed that only 82.7% claimed to love their families while the remaining said they did not love their family.

Table 1: Respondents' sociodemographic characteristics (N= 329)

Variable	N	%
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Gender	Male	189	48.2
	Female	203	51.8
Age	Younger Adolescent	209	53.3
	Older Adolescent	183	46.7
Class	Junior Secondary	73	18.6
	Senior Secondary	319	81.4
Religion	Christian	213	54.3
	Islam	169	43.1
Engagement in After-School Work to earn money	Others	10	2.6
	No	228	58.2
	Yes	164	41.8

Table 2: Respondents' family characteristics

Variable		N	%
Father's Education	Primary school & below	125.0	31.9
	Secondary school and above	267.0	68.1
Mother's Education	Primary school and below	147	37.5
	Secondary school and above	245	62.5
Who do you live with presently	Both parents	270	68.9
	Father only	48	12.2
	Mother only	60	15.3
	Relative	14	3.6
Do you like your family?	No	68	17.3
	Yes	324	82.7

*Relatives; uncles, aunties, siblings, grandparents

4.3 The perceptions and uptake of school counselling services among students

Students' level of awareness and uptake of school counseling services was sought using frequency distribution of responses to the following items in Table 3a. Results from the table show that majority; 342 (87.2%) of the students were aware of the guidance counsellor in their school. However, just 302 (77.0%) of the students knew the location of the office of the school counsellor within in the school premises; while 241 (61.5%) of them claimed that they had (at some point) visited the guidance counsellor in the office. Further results showed that 223 (56.9%) of the students affirmed that there was a specific time set aside for consulting the guidance and counselling office. Finally, many; 258 (65.8%) of the students affirmed that they knew the forms of assistance available to them from the guidance and counselling department.

Table 3a: Awareness and Uptake of School Counselling Services (N=392)

	No		Yes		Don't Know	
	N	%	N	%	N	%
• Do you have a guidance counsellor in your school?	43	11.0	342	87.2	7	1.8
• Do you know where the office of the school counsellor is located in the school premises?	83	21.2	302	77.0	7	1.8
• Have you ever gone to see the guidance counsellor?	126	32.1	241	61.5	25	6.4
• Is there a specific time set aside for consulting the guidance and counselling office?	130	33.2	223	56.9	39	9.9
• Do you know the assistance available to you from the guidance and counselling department?	90	23.0	258	65.8	44	11.2

Table 3b: Perceptions of School Counselling Services (N=329)

The means score obtained for this study was 84.8 with a standard deviation of 11.1. Scores below the mean are classified as ‘poor perception and attitude towards school counseling’ while scores above the mean are classified as ‘positive perception and attitude towards school counseling’.

Further results from Table 3b show that 169 (43.1%) of the students had negative perception of school counseling services, while 223 (56.9%) reported positive perceptions of school counseling services.

	N	%
Negative Perception	169.0	43.1
Positive Perception	223.0	56.9

- **The prevalence and types of mental health problems of the students.**

Results from the table 4 the prevalence of mental health challenges faced by the students. Results show that 91 (23.3%) obtained abnormal scores on emotional problems, 25 (6.4%) of participants scored abnormal on the conduct problems, 31 (7.9%) of participants scored abnormal on the hyperactivity problems, while 102 (26.1%) obtained abnormal scores on peer relationship problems. For total difficulty, 81 (20.7%) of the participants obtained abnormal scores

Table 4: Prevalence of Mental Health Problems of the Students (N = 392)

	Abnormal		Normal		Total	
	n	%	n	%	n	%
Emotional Problems	91	23.3	300	76.7	391	100.0
Conduct Problems	25	6.4	366	93.6	391	100.0
Hyperactivity Problems	31	7.9	360	92.1	391	100.0
Peer Problems	102	26.1	289	73.9	391	100.0
Total Difficulty	81	20.7	310	79.3	391	100.0

- **The socio-demographic correlates of perception and uptake of school counselling services among students.**

Results from Table 5a show that more participants; 91 (60.5%) in senior secondary classes had positive perception of counselling and 156 (63.7%) students' with more educated mothers had positive perception of counselling. This implies that class ($\chi^2= 9.121$; $p =.003$) PLS CHANGE ALL OTHERS and mother's education ($\chi^2= 12.266$; $.001<.05$) were significantly associated with students' perception of counselling.

Table 4.5a: Association between demographic factors and counselling perception

		Perception				Total	χ^2	Sig
		Negative		Positive				
		n	%	N	%			
Age	Younger Adolescent	99	47.3	110	52.6	209	3.307 ^a	.069
	Older Adolescent	70	38.3	113	61.7	183		
Sex	Male	82	43.4	107	56.6	189	.011 ^a	.916
	Female	87	42.9	116	57.1	203		
Class	Junior Secondary	43	59.9	30	41.1	73	9.121 ^a	.003
	Senior Secondary	126	39.5	193	60.5	319		
Father Edu.	Low Education	61	48.8	64	51.2	125	2.421 ^a	.120
	High Education	108	40.4	159	59.6	267		
Mother Edu.	Low Education	80	54.4	67	45.6	147	12.266 ^a	<0.001
	High Education	89	36.3	156	63.7	245		

Table 4.5b: Association between demographic factors and counselling uptake

Results from table 4.5b show there were no significant association with uptake. Even though more females, senior students and parents with higher education accessed counselling, findings not statistically significant.

	Uptake				Total	χ^2	Sig	
	NO n	%	YES N	%				
Age	Young	76	36.4	133	63.6	209	3.657 ^a	.056
	Adolescent							
	Old							
	Adolescent	50	27.3	133	72.7	183		
Sex	Male	69	36.5	120	63.5	189	3.188 ^a	.074
	Female	57	28.1	146	71.9	203		

Class	Junior Secondary	23	31.5	50	68.5	73	.017 ^a	.897
	Senior Secondary	103	32.3	216	67.7	319		

4.6 The association between mental health and students' perceptions and uptake of school counselling services

Results from Table 4.6a shows there was a significant association between emotional problems and counselling perception ($\chi^2=5.455$; $df=1$; $.02<.05$). The significant result obtained implies that positive perception of counselling was associated with normal levels of emotional wellbeing. This is buttressed by observations that majority; 180 (60%) of the participants with normal scores of emotional wellbeing reported positive perceptions of counselling.

Table 4.6a: Association between counselling perception and mental health status

		Perception		Total	Df	value	Sig
		Negative	Positive				
Emotional	Normal	120 (40.0%)	180 (60.0%)	300	1	5.455	.020
	Abnormal	49 (53.8%)	42 (46.2%)	91			
Peer Relations	Normal	128 (44.3%)	161 (55.7%)	289	1	.515	.473
	Abnormal	41(40.2%)	61 (59.8%)	102			
Conduct	Normal	158 (43.2%)	208 (56.8%)	366	1	.007	.935
	Abnormal	11 (44.0%)	14 (56.0%)	25			
Hyperactivity	Normal	155 (43.1%)	205 (56.9%)	360	1	.052	.820
	Abnormal	14 (45.2%)	17 (54.8%)	31			
Mental Health	Normal	134 (43.2%)	176 (56.8%)	310	1	.010	.998
	Abnormal	35 (43.2%)	46 (56.8%)	81			
Total		169 (43.2%)	222 (56.8%)	391			

Results from Table 4.6b show that overall mental health problems (total difficulty score) was significantly associated with counselling uptake ($\chi^2=4.447df=1$; $.03<.05$) among students as majority; 218 (70.3%) of the participants with normal levels of mental health reported affirmations for counselling uptake.

Table 4.6b: Association between counselling uptake and mental health status

		Uptake		Total	df	Value	Sig
		No	Yes				
Emotional	Normal	96 (32.0%)	204 (68.0%)	300	1	.030	.863
	Abnormal	30 (33.0%)	61(67.0%)	91			
Peer Relations	Normal	88 (30.4%)	201 (69.6%)	289	1	1.599	.206
	Abnormal	38 (37.3%)	64 (62.7%)	102			
Conduct	Normal	116 (31.7%)	250 (68.3%)	366	1	.739	.390
	Abnormal	10 (40.0%)	15 (60.0%)	25			
Hyperactivity	Normal	115 (31.9%)	245 (68.1%)	360	1	.164	.686

	Abnormal	11 (35.5%)	20 (64.5%)	31			
	Normal	92 (29.7%)	218 (70.3%)	310	1	4.447	.035
Mental Health	Abnormal	34 (42.0%)	47 (58.0%)	81			
Total		126 (32.2%)	265 (67.8%)	391			

4.7 Emergent Themes from the FGD

4.7.1 Students' Notion of a School Counsellor

The researcher sought to examine students' notion of who a school counsellor was, including the activities that they felt a school counsellor was supposed to be in charge of. Three themes were generated; An Adviser, a staff who helps students and A school Administrator

- **An Adviser**

'A person that you meet to get advice from in areas that you need help with'

Male- FGD/Group 1

'Someone that you discuss your problems with and gives you advice'

Male- FGD/Group 1

- **A staff who helps students**

'A school counsellor is someone who is trained to help students solve their problems'

Female- FGD/Group 2

'A person that you can talk to about anything'

Female- FGD/Group 2

- **A School Administrator**

'They help with class placement like sciences or arts class, they help with general school things like choosing subjects for exams and all'

Male - FGD/Group 1

'It depends, a counsellor can be someone that helps you choose subjects or helps you with things you cannot do by yourself.'

Female- FGD/Group 2

'A counsellor is someone who registers the students that come to register in the school'

Male - FGD/Group 1

'A person who tells the students about everything about the school, school uniform, school sandals etc.'

Female - FGD/Group 2

4.7.2 Reasons for Counselling Uptake or Non-Uptake

The researcher sought to examine students' reasons for uptake or non-uptake. These themes were generated.

- **Reasons for Uptake**

- **Academic related issues:** Among the academic issues that were highlighted, class placement and academic performance were the most pronounced. Some of their verbatim statements;

'Yes I went to see her to choose which class to go to. It was helpful, I did some tests that showed I preferred Art subjects and

I'm doing well in my class now'

Male- FGD/Group 3

'Yes, when I was choosing subjects for WAEC'.

Female- FGD/Group 4

- **Social issues:** Social issues which were highlighted among the students included school lateness, indecent dressing fighting, and child-parent misunderstanding.

'I went to see her but not one on one, she was talking to some of us not to be talking back to teachers and to treat teaches like our parents'

Male- FGD/Group 5

'Yes, because of my dressing, I was tucking out'

Male- FGD/Group 5

'Even sometimes when my me and my mum quarrel, she do report me to the counsellor and the counsellor will advise me, even give me bible passages to go and read'

Female- FGD/Group 8

- **Mental health issues:** Some of the mental health issues that students saw the counsellor for included excessive worry (anxiety), emotional trauma (from bullying and teenage relationships) and feeling down (depression).

'Yes she gives me advice. And it was helpful. When I'm feeling emotional stress, I got to her office and she encourages me'

Female - FGD/Group 8

- **Third party referrals:** these included mandatory visits from the school management, teachers and parents of some of the students.

'Yes, but actually, I only went to see her because it was mandatory because I'm not a fan of counseling'

Female- FGD/Group 8

- **Reasons for non-uptake**
- **Counsellors are not capable of providing solutions to problems.**

'No, I have not had any case with her before. Sometimes I worry a lot, maybe if I have an exam, but even after the exam, I will still be worried, I can't go to the counsellor she will just be looking at me'

Female- FGD/Group 2

'No. I have never walked up to her because I don't think she can help me with anything. It's normal to feel worried; I don't think it's a reason to see the counsellor'

Male- FGD/Group 1

- **Preference to receive advice or counseling from significant others.**

'No. Because I don't think she's the right person to go to for my issues, there's always someone nearer who could help'

Male- FGD/Group 1

- **Mental health issues are best handled in the hospital by medical practitioners.**

'No, I have not had any reason to see her. If I have any mental issues like anxiety I still won't go to see her, I will go to the hospital.'

Female- FGD/Group 2

4.7.3 Students' Perceived Effectiveness of Counselling

In terms of the student's perception of how helpful these counselling sessions have been, these themes emerged

1. Helpful: it was observed that majority the students with counselling experience adjudged it to be helpful as evidenced by quotes:

'Yes, it was helpful. I was angry and I hit a girl, I got into trouble and the counsellor asked me to come and see her and she gave me good advice. Yes I used to get really angry sometimes, but it has reduced now because I have been using the tips from the counsellor'

Male- FGD/Group 3

'Yes, when choosing which class to go to. Sometimes I do feel very sad for very long periods of time so I can talk to the counsellor because I think she can help me'

Female- FGD/Group 2

2. Unhelpful:

'Just in passing, no it wasn't helpful. If I have any problems I would talk to my mum'

Female - FGD/Group 2

3. Undecided: a few students were undecided about the outcome of their counseling sessions as evidenced below

'I don't really think it makes any difference. I don't know if it was helpful. I went to see her when I was crossing to senior class'.

Female - FGD/Group 2

Yes, I was asked to see her with my parents because I used to always come late to school. I'm not sure if it was helpful, I still come late sometimes. I also saw her to choose classes, I'm not sure if that one was helpful too

Female - FGD/Group 2

4.7.4 Students' Preferences in a School Counsellor

In order to ascertain students' preference of their school counsellor, the respondents were asked the gender, age and religion of counsellors they preferred.

- **Gender Preference:** Majority (56.5%) preferred a same gender counsellor while 13.0% of them preferred a opposite gender counsellor. The remaining 30.4% of them were indifferent about the sex of the counsellor.

It's better if there are two, male for the boys and female for the girls.

Female - FGD/Group 4

Yes, I would prefer a male counsellor

Male - FGD/Group 1

- **Religious Affiliation:** In terms of the religion, majority of the students were indifferent about the religious affiliation of the counsellors

I don't think religion should matter...

Male - FGD/Group 1

'Any religion, as long as the she is friendly...'

Female - FGD/Group 2

- **Age Preference:** while they all preferred younger school counsellors whom they felt would be able to understand youthful problems better. Some of their verbatim statements are highlighted below;

'she should not be too old, I prefer a younger person'

Female - FGD/Group 2

4.7.5 Students' Perceptions of Teachers doubling as School Counsellors

Themes which emerged here were Confidentiality breach and Teachers as source of problems.

- **Confidentiality Breach:** The emergent themes showed that all of the participants did not like a school counsellor to also be a classroom teacher. Majority of them felt that the confidential nature of counselling sessions will be comprised

No. the person should not be a teacher that teaches us in class, the teacher will start using us as example in class and people that know you have that problem will know it's you they're talking about

Male - FGD/Group 1

NO, the teacher might start looking at you differently in class

Male - FGD/Group 1

- **Teachers as source of Academic/emotional problems:** Many of the students were of the opinion that teachers were also the source of their academic problems, and so talking about such problems with a colleague of these teachers will not augur well in the long run. Some of the verbatim responses are highlighted below;

No! What if I have a problem with her teaching method and I'm failing her subject, how can I go and discuss that with her as well

Female - FGD/Group 2

No. If she has beaten me in his class, will I now go and tell her I'm sad after?

Female - FGD/Group 2

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMENDATIONS

This chapter contains the discussions, conclusions and recommendations based on the entire study. It sheds more light on the statistical results and findings in the previous chapter so as to make useful inferences, deductions and generalizations for practical applicability and implications. Furthermore, it highlights the limitations as well as other directions for future research in this area of study.

5.1 Discussion of Findings

Results show that of the 392 participants, 51.8% were female and the 48.4% were male with ages ranging from 12 to 20 years. This result is consistent with other studies from this region. For example, Oluwole (2008) had a similar result of 35% male students to 65% female students in his study in secondary schools in Ogun State. Similarly, in a study carried out in secondary schools in Osun State Animashaun (2009) found the age range of students from JSS1-SS3 to be between 10 and 21 years old.

In this study all classes from JSS1 to SS3 were represented in the sample with majority (81.4%) of them in SS classes. This result is unlike similar studies which found higher percentage of junior students compared to senior students. For example, Sodipo *et al.* (2009) in

a study carried out in Oyo state found the percentage of student enrollment in Junior and senior secondary schools to be 56.4% and 44.6% students respectively.

In terms of religious affiliation, more (54.3%) of the respondents were Christians while 43.1% were Muslims. This slim disparity in religious affiliation highlights the predominance of Christian and Muslim students within the region comprising the study area. The disparity in religious affiliation of adolescents accounted for in various related studies is often a function of the region in which the study was conducted. Southwestern Nigeria is therefore home to a significant number of both Muslims and Christians.

The results obtained from the first research question have several implications. Firstly, the high levels of awareness of school counselling services among secondary school students implies that there is an adequate presence of school counselling in the selected secondary schools within the study area. Secondly, many of the students affirmed that they knew forms of assistance available to them from the guidance and counselling department and had visited the school counsellor at some point during school. These assertions were buttressed by verbatim responses from the students during the focus group discussion in which students displayed adequate knowledge of the school counselling services in terms of the functions of a counsellor. Supporting these outcomes, Eziwanne (2015) in a similar study done in south-east Nigeria reported that 80% of participants attested to having school counsellors and nearly half of the participants utilized the services.

With regards to students' perception of counselling services, results show a positive perception rate of 56.9% and negative perception rate of 43.1%. Nyambura's (2014) study in Uganda found that a significant number of students are aware of the availability of guidance and counselling services and had positive perceptions about the services they were provided with, albeit their level of counselling uptake was not investigated.

Prevalence rates and types of mental health problems of participants in this study showed that 23.3% and 7.9% of them obtained abnormal scores on emotional problem scale and hyperactivity /inattention, 6.4% of participants also obtained abnormal scores on the conduct problems scale while 26.1% reported abnormal scores on peer relationship problems. For the total difficulty, 20.7% of the participants obtained abnormal scores. These findings support the findings of Atilola *et al.* (2018) in a study conducted among adolescents in Lagos Nigeria, discovered 18% of participants had abnormal scores for total difficulty of the SDQ. Similarly, Adeniran *et al.* (2015) in a study conducted in Abeokuta, Ogun state found that abnormal scores in emotional and conduct problems were seen in 11.8% and 6% respectively while 7.3% had abnormal scores in hyperactivity and peer problems scales of the SDQ. These outcomes illustrate the myriad of mental health problems that secondary school students encounter on a daily basis. Failure to cope with many of these problems has its debilitating effects which may exacerbate into major psychological problems with negative consequences (Froiland, 2011). This further alludes to the importance of having an effective school counselling service to cater for the mental health needs of students.

The third research question focused on socio-demographic correlates of perception and uptake of school counselling services among students. Results showed that older class and higher levels of mother's education showed significant positive association with counselling perception of secondary school students. The results imply that increase in class and mother's educational status is associated with positive counselling perception among students. In shedding more light on the results, it is plausible that as students develop in knowledge through class promotions, there is also an increase in their knowledge base and understanding of complex phenomena. Thus, the understanding of the tenets and importance of counselling in their development may become more pronounced such that students in higher classes have a

more positive perception of counselling and are able to appreciate the counselling process more than students in lower classes.

In terms of mother's education, the mother is often the main source of the nurture in the home, and is therefore a reflection of the emotional attachment that adolescents develop (Vicedo, 2011). Thus a highly educated mother is more likely to understand the counselling process, appreciate it and encourage her children to embrace and utilize counselling services in their school. On the other hand, a less educated mother may still have a vague or fuzzy understanding of the importance of formal professional counselling which then reflects in the lackadaisical attitude of other members of the household towards counselling perception and uptake. Related studies in support of the emergent results of this study abound in the literature. For instance, Sanga et al (2015) found that Voluntary HIV counselling and testing (VCT) among secondary school students was significantly predicted by age and exposure to VCT information. This finding is similar to the findings of *Mbopi-kéou, et al., (2012)* who conducted a study in Cameroon and found that counselling uptake among students increased with age and class. Similarly, Marquié and Huet (2000) claim that age differences significantly affected how students perceive the efficacy of the counselling process, such that older students showed more willingness to participate in counselling sessions than younger students.

The fourth research question sought to establish a relationship between mental health and students' perceptions and uptake of school counselling services. The results imply that there is significant association between emotional wellbeing and counselling perception among students. The results show that majority of the participants who had positive perception of counselling reported normal levels of emotional wellbeing compared to the participants who scored abnormal scores on emotional problems. Similarly, mental health problems and counselling uptake were statistically associated

The justification for this result stems from the benefit of counselling in ensuring that emotional challenges are resolved or adequately managed. School counsellors represent just one profession that specifically works with people dealing with cognitive, behavioral, and emotional issues. Counsellors work with individuals, families, groups, and communities to deal with mental health issues and improve emotional well-being. Students who are aware of such benefits are able to appreciate the counselling process, and build positive perceptions around it, and increase their level of counselling uptake. Salmon and Kirby (2008) acknowledged that school counselling played a central role, both as an entry point to mental health services for children and young people with emotional challenges as well as in the assessment and management of children relationship problems.

In support of this outcome, Hinderaker (2013) compared non-counselled and counselled students in the United States and found that the difference in rates of reported problem types between these two groups was statistically significant for anxiety, depression, relationships, family, and victimization—indicating that students with significant concerns in those areas were most likely to utilize the counselling Centre. Similar associations between counselling and mental health were highlighted by Matliwala (2017) in a study carried out in Surat, India; whose investigations revealed that students who are guided by counsellors find themselves more confident in academic performance and social interactions. Ward et al (2000) also found that students in Australia who utilize counselling services are able to learn how to manage their emotions as the counsellor motivates them to do better using innovative way.

The responses obtained from the emergent themes in the qualitative study as regards the students' perception of a school counsellor and his/her duties show a fairly accurate description of a professional school counsellor. There were however some vague descriptions of the school counsellor as 'someone who registers the students into the school and tells the students everything about the school' such as school uniform, school sandals etc. These latter

descriptions of the school counsellor by some of the students are indications of some of the roles that school counsellors are compelled to undertake which are outside their professional job descriptions.

According to Okeke (2003), the school counsellor is the coordinator of the school guidance and counselling programme, has a lot of roles to play. He/she ensures normal growth and development through preventive counselling, helps students to make appropriate vocational plans through proper educational and vocational counselling, and takes a lead in establishing school guidance and counselling programme. The school counsellor also carries out research and assessment survey to identify the guidance needs of students, coordinate the materials and human resources necessary for the programme by delegating responsibilities and ensuring that they are carried out.

Some of the excerpts from the verbatim statement further revealed some of the reasons why students may not visit the school counsellor. For instance there were some students who felt that their school counsellors are not capable of providing solutions to their problems. Some other students preferred to receive advice or counselling from other significant others such as friends and parents. There were some others who also felt that issues of mental health were best handled in the hospital by medical practitioners.

These results also brought to light a notion that the gender of school guidance counsellors may have a bearing on how students perceive and utilize guidance and counselling services in school. based on these results, it may infer that Girls demonstrated a definite same-sex preference for counselling situations, while boys preferred male counsellors. For these reasons, obtaining a sufficient number of female and male school counsellors and creating an appropriate environment in schools will be helpful in enabling students to seek help for their problems.

The Nigerian educational system gives room for counsellors to be trained as professional subject teachers, which provides them the opportunity to excel in both roles. However, the results obtained in this study may be suggestive of the need for such individuals to opt for one of both roles and stick to it. This is because, while the school counsellor cum teacher may feel that he/she may be able to handle both roles without interference, the perception of the students may differ markedly as highlighted in this study. This would therefore affect counselling uptake negatively.

5.2 Conclusions

Based on the outcomes of the study, it can be concluded that majority of the secondary school students surveyed in this study were knowledgeable about the school counselling services within the school. While this was suggestive of a significant presence of counselling services in the secondary schools, the uptake of these counselling services was relatively low among the students. Final results showed that mother's education and class had significant positive association with counselling perception. The results imply increase in class levels through promotion and mother's education is associated with increase in positive perception of counselling among students. There was also a significant association between mental health and counselling uptake among students; implying that good mental health status was associated with increase in counselling uptake among students.

For many secondary school students, especially those who enrol as boarding students, the school years are the only time when a single setting encompasses not only their primary activities—both career-related and social—but also their health and other support services. Therefore, faculty and staff should be well positioned to help identify students with potential

mental health problems and to facilitate treatment (e.g., by identifying at-risk behaviours, educating students about mental health issues, and combating stigma associated with mental illness) by referring the students to appropriate counselling and mental health services within the school.

5.3 Recommendations

In line with the outcomes of this study, there is need for the secondary school management to put in place effective mechanisms that would increase the level of counselling uptake among students. This can be achieved by adopting a more inclusive collaborative counselling program in which the management, teachers, school prefects and the school counsellors would work hand-in-hand in improving counselling uptake. This would entail a three-party process in which the third party (i.e. teachers, school prefects, school management staff) would be tasked with making referrals to the school counsellor for students who display indicators of academic, social or mental health challenges. This may involve regular training sessions for the third party by the school counsellor on how to identify overt and covert signs of problems among the students.

5.4 Limitations and Directions for Further Studies

Irrespective of the adoption of conventional scientific and objective methods in arriving at the outcomes of this study, the study is not without its contextual limitations. For instance, due to the cross-sectional design of the current study, causal inferences cannot be drawn from the associations. Since data was collected in face-to-face interviews, information bias might occur due to recall, sensitivity of questions, and social desirability factors (i.e., the bias in self-report data accounted for by respondents' desire to look good, which is because of the

respondents' need for self-protection and social approval). This, in turn, might have affected the predictive power of some independent variables on the criterion variables.

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UNIVERSITY OF IBADAN

CENTRE FOR CHILD AND ADOLESCENT MENTAL HEALTH

Dear Respondent,

You are invited to participate in an academic research. I would be glad if you could kindly complete this questionnaire. Your confidentiality is assured, your name is not required and your participation is voluntary.

SECTION A

Kindly supply the necessary information or tick the appropriate column.

1. Name of School _____
Oruko ile iwe _____
2. Age (in years): _____
Ojo ori (ni odun): _____
3. Sex: Male[] Female[]
Iruenitioje: Okunrin[] Obirin[]
4. Class: JSS1 [] JSS2 [] JSS3[] SS1[] SS2[] SS3[]
Ipele eko: JSS1 [] JSS2 [] JSS3[] SS1[] SS2[]
SS3[]
5. Religion: Christianity [] Islam [] Others; _____
Esin: Kristeni [] Musulumi [] Omiran; _____
6. Family Type: Monogamous home [] Polygamous home [] Single parent home[]
Extended family home [] Foster home []

- Iru ebi ti o ti wa: Iya kan baba Kan [] Olorogun [] Iya/Baba nikan[]
 Agbole [] Iwofa []
7. Level of Father's Education: No Formal Education [] koranic School []
 Primary School [] Secondary School [] Post Secondary []
 Ipele eko ti baba re ka julo: Kokawe [] ile kewu []
 alakobere[] girama [] ile eko giga []
8. Occupation of Father _____
 Ise ti baba re n se _____
9. Level of Mother's Education: No Formal Education [] koranic School []
 Primary School [] Secondary School [] Post Secondary []
 Ipele eko ti mama re ka julo: Kokawe [] ile kewu []
 alakobere[] girama [] ile eko giga []
10. Occupation of Mother _____
 Ise ti mama re n se _____
11. Who do you live with presently? Both parents [] Father[] Mother[]
 Relative[] Others; _____
 Tani o un ba gbe? Obi mejeeji [] Baba[] Mama[]
 Molebi[] Omiran; _____
12. Do you do any work to earn money after school? Yes[] No[]
 Nje o n se oun Kankan lati ni owo lowo? Beeni[] Beeko[]
13. Do you like your family? Yes[] No[]
 Nje o feran ebi re? Beeni[] Beeko[]
14. What type of accommodation does your family live in? Single room[] Self-Contain[]
 Flat[] Bungalow[] Duplex[] Mansion[]
 Bawo ni ile ti e ngbe se ri? Iyara kan[] Self-Contain[] ile aladagbe[]
 ile olojule[] ile alarinrin[] ile bi afin[]
15. How many bedrooms are in your home? _____
 Iyara melo ni o wa ni ile re? _____
16. How many of you (including parents/siblings) live in your home? _____
 Eyin melo ni e ngbe ni ile yin (Ka awon obi ati omo iya re)? _____
17. Do your parents own a car? Yes[] No[] If yes, how many _____
 Nje awon obi re ni oko ayokele? Beeni[] Beeko[]
 Toba je beeni, Melo ni _____
18. Do you do well academically? Yes[] No[]

Nje o nse daadaa ninu eko re? Beeni[] Beeko[]

SECTION B: Awareness/Uptake of Guidance and Counselling Services

Instructions: Fill the spaces appropriately against each question.

- Do you have a guidance counsellor in your school?

Yes[] No[] I don't know[]

Nje e ni olugbaninijanju ni ile eko re?

Beeni[] Beeko[] Mi o mo[]

- Do you know where the office of the counsellor is located in the school premises?

Yes[] No[] I don't know[]

Nje o mo ibi ti iyara olugbaninijanju wa ninu ogba ile eko re?

Beeni[] Beeko[] Mi o mo[]

- Have you ever gone to see the guidance counsellor?

Yes[] No[] I don't know[]

Nje o ti ni lati lo ri olu gbanimijanju ri ni ile eko re?

Beeni[] Beeko[] Mi o mo[]

- If yes, what did you see the counsellor for _____

To ba je pe beeni, kini o ri olugbaninijanju fun _____

- Is there a specific time set aside for consulting the guidance and counselling office?

Yes[] No[] I don't know[]

Nje o ni akoko ti a ya so to lati le lo iyara olugbaninijanju ?

Beeni[] Beeko[] Mi o mo[]

- Do you know the assistance available to you from the guidance and counselling department?

Yes[] No[] I don't know[]

Nje o mo iranlowo ti o le ri gba ni eka itosona ati igbaniniyanju?

Beeni[] Beeko[] Mi o mo[]

- If you have a problem at school would you go to the guidance counsellor?

Yes[] No[] I don't Know[]

Ti o ba ni isoro ni ile eko re, Nje o le lo si odo oluganiniyanju?

Beeni[] Beeko[] Mi o mo[]

- Who would you talk to if you are facing any emotional problem?

My Friend [] My Mother[] My Pastor[] My Sibling[] A Counsellor[]

Other _____

Tani o ma ba soro ti okan re ba poruru ?

Ore mi[] Maami [] Alufami[] Omo iya mi[] Olugbaniniyanju[]

Omiran _____

- What are reasons for talking with a counsellor? (multiple ticks allowed)

Academic problems []

Friendships[]

Family[]

Bullying or teasing []

Feeling down or sad[]

Feeling worried or

stressed[

Anger/Temper[]

Sleeping problems[]

Eating or body image[]

Alcohol or drugs []

Gambling[]

Other (please explain) _____

Kini awon idi ti o fi le ba olugbaniniyanju soro? (Ole fala si gbogbo eyi ti o ba je mo)

Isoro lori eko[] Oro awonOre mi[] Oro ebi[]

Ihalemo/ifiniseyeye[] Irewesi/ibanuje[] Iporuru okan[]

Ibinu[] wahala to je mo orun[] jijeun/bi ara se ri[]

Oti tabi ogun lilo[] Tete[]

Omiran (Jowo se alaye) _____

SECTION C: Perception of School Counselling Services

Instructions: Place a tick in the options that corresponds with your opinions.
Strongly Disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly

Agree=5
Mio fara mo rara=1 Mi o fara mo=2 Mi o mo=3 Mo fara mo=4 Mo fara gan=5

		1	2	3	4	5
1	I do not have not much faith in the school consellers to solve my emotional problems					
	Mi o ni igbagbo ninu awon olugbaniniyanju ile iwe mi lati tan isoro okan mi					
2	I feel uneasy going to a counsellor because of what some people might think					
	Ki nrurun fun mi lati lo si odo olugbaniniyanju nitori oun ti awon eniyan le maa ro					
3	I prefer to solve my emotional problems by myself without help from counsellors					
	O te mi lorun lati tan isoro okan mi fun ra mi lai si iranwo awon olugbaniniyanju					
4	There are times when I have felt completely helpless and needed counseling					
	O te mi lorun lati tan isoro okan mi fun ra mi lai si iranwo awon olugbaniniyanju					
5	Considering the time and effort involved in seeking counselling, it is doubtful that it would really help a student like me					
	Ti a ba ni ka wo akoko ati ise ti o wa ni wiwa iyanju, Mi o ro wipe o le se iranlowo kan ka fun akeeko bi temi					
6	I would willingly confide intimate (very personal) matters to the school counsellor f I thought it might help					
	Ma didi fi oro asiri mi to olugbaniniyanju ile eko mi leti ti mo ro wipe yio ran mi lowo					
7	I would rather live with my mental conflicts than go through the process of getting counselling					
	Kaka kin lo gun iyanju, maa ma gbe pelu oro ti o mu okan mi poruru					
8	Emotional difficulties and challenges tend to work out by themselves.					

	Iporuru okan ma kuro ti o ba yaa					
9	There are certain emotional problems, which should not be discussed outside one's immediate family					
	Awon oro Okan kan wa ti a ko gbodo so ti a ko ba si ni aarin ebi					
10	A person with emotional problems would probably be wise to seek counselling					
	Oun to mu ogbon dani ni lati lo fun igbaniniyanju ti a ba ni iporuru oka					
11	If I believe I was having a nervous breakdown, my first inclination would be to get counselling					
	Ma lo fun igbaniniyanju ti mo ba ri apeere pe ore okan mi					
12	To seek counselling is a bad mark on one's record.					
	Lilo fun igbaniniyanju je oun o le ta epo ba ala					
13	I would rather be advised by a close friend than by a counsellor					
	O te mi lorun ki ore timo gbami ni iyanju ju Olugbaniniyanju lo					
14	A person with social or emotional problems is not likely to solve it alone. He/she is more likely to solve it with a counsellor's help					
	Eni ti o ba ni isoro okan ko le tan fun rara e. Yio ni lo iranwo awon olugbaniniyanju					
15	I resent a person, counsellor or otherwise any one who wants to know about my personal difficulties					
	Mi o nife si ki eniyan, Olugbaniniyanju tabi elo miran fe mo oun ti mon la koja					
16	I would want to get counselling if I were worried or upset for a long period of time					
	Ma lo fun igbaniniyanju ti okan mi ba poruru fun igba pipe					
17	The idea of talking about emotional problems with a counsellor is not the best way to solve one's emotional problems					
	Biba eniyan soro nipa oun ti o mu okan poruru ki se ona to dara ju lati tan oun ti o mu okan poruru					
18	If I thought I needed counselling, I would get it no matter who knew about it					
	Timo ba ro wipe mo nilo iyanju, Mi o ni ro ti wi pe enikankan mo nipa re					
19	There are experiences in my life I would not discuss with anyone					
	Awon oun kan wa ninu aiye mi ti nko le ba eniyan kankan so					
20	It is probably best not to share everything about oneself with a counselor					
	Ko dara lati so gbogbo oun ti o je mo o fun olugbaniniyanju					
21	If I were experiencing a crisis at this point in my life, I would confide in a counsellor					
	Timo ba ni idamu Kankan ni bi ti aiye mi de loni, Ma fi okan tan olugbaniniyanju					
22	There is something admirable in a person who is willing to cope with his conflicts and fears without resorting to external help					
	Oun ti o se mu yangan ni ki eniyan le mu oun ti o ba ni eru kuro lai bere fun iranlowo					
23	At some future time, I might want to have counselling help					
	Ti o ba di ojo iwaju, Mo le ni lo igbaniniyanju					
24	A person should work out his own emotional problems; going for counselling should be a last resort.					
	O ye ki eniyan sise lori oun ti o ba mu okan re poruru. lilo fun iyanju ni oun ti o kehin					

25	If I were to receive counselling,I would not try to cover it up Ti mo ba lo fun iyanju, Mi o ni bo mora				
26	If a good friend asked my advice about a emotional problem, I might recommend that he/she sees a counselor Ti ore mi ba beere fun imoran lori oun ti o mu okan re poruru, mo le so wipe ki o lori olugbaniniyanju				
27	It is difficult to talk about personal affairs with people who give any type of counseling Ko rorun lati so oro abe aso pelu awon ti o man gbani ni iyanju oniruru				
28	Going for counselling has never crossed my mind Lilo fun igbaniniyanju ko wa si mi lokan ri				

SECTION D: Adolescent Mental Health Status

Kindly indicate how true the statements apply to you by placing a tick whether on the appropriate response

Not True=1

Somewhat True=2

Certainly True=3

Ko je otito=1

Oje otito die=2

Oje otito ganni=3

		1	2	3
1	I am considerate of other people's feelings Mo ma n ro ti awon eniyan miran mo temi			
2	I am often restless, overactive, cannot stay still for long Ara mi o bale, Mio le duro je fun igba pipe			
3	I often complain of headaches, stomach-aches or sickness Mo man ni efori, inurirun tabi aisan miran			
4	I share readily with other children, for example toys, treats, pencils Mo man pin oun ti mob a ni pelu awon omo to ku, bi oun isere, ounje, pensu			
5	I often lose my temper Mo man tete binu			
6	I am rather solitary; prefer to play alone Mo man da wa ni, O pe mi lati ma da sere			
7	I am generally well behaved; usually do what adults request Mon man wu iwa daadaa, mo sin man gboran si agbalagba lenu			
8	I have many worries or often seem worried Mo man ronun ni opo igba			
9	I am helpful if someone is hurt, upset or feeling ill Mo ma se iranlowo fun eni ti o ba re, tabi ti o ni idamu kan			
10	I am constantly fidgeting or squirming Mo man se ojo ni opo igba			
11	I have at least one good friend Mo ni ore timo-timo kan			
12	I often fight with other children or bully them Mo man baa won omode toku ja tab hale mo won			
13	I am often unhappy, depressed or tearful			

	Ni opo igba, Inu mi kii dun, mo man ni irewesi okan tabi ki omije wa ni oju mi			
14	I am generally liked by other children Awon omode akegbe mi feran mi			
15	I am easily distracted; my concentration wanders a lot Ero mi ki papo, mo man tete ro oun miran			
16	I am often nervous or clingy in new situations; I easily lose confidence Eru man bami ti n ba de ibi titun; Mo man tete so igboya mi nu			
17	I am kind to younger children Mo man ran awon ti o ba kere si mi lowo			
18	I often lie or cheat Mo man paro tabi yan eniyan je			
19	I am picked on or bullied by other children Awon omo ti o ku man hale tabi doju le mi			
20	I often volunteer to help others Mo man fi ara mi jin lati ran eniyan lowo			
21	I often think things out before acting Mo man ro arojinle kin to se ounkoun			
22	I steals from home, school or elsewhere Mo man jale ni ile, ile eko mi tabi ni ibo miran			
23	I get along better with adults than with other children O ro mi lorun lati ba agbalagba sere ju awon akegbe mi lo			
24	I have many fears; easily scared Mo ni ifoya pupo, erun ma n tete ba mi			
25	I have good attention span; I see chores or homework through to the end Mo ni afokan tan: mo ma ri wi wipe mo pari oun ti mo ba dawole			

Focus Group Discussion Guide

- Who is a school counselor?

Tani Olugbaniniyanju ni ile eko?

2. What are the functions of School Counsellors?

Kini Ojuse awon olugbaniniyanju ile eko?

3. What kind of services does your school counseling services offer to students?

What kind of services would you like them to offer?

Ki ni awon eto ti eka iyanju ile eko se fun awon akeeko? Iru eto wo ni o wu e ki won ni?

4. Have you ever received counseling services from your school counselor?

- If no.....why?
- If yes..... have such counseling sessions helpful?
- What are your reasons for talking with a counsellor? (probe for mental health issues)

Nje o ti ni lati lo fun oro iyanju lodo olugbaniniyanju ile eko re?

- To ba je wipe rara.....Kilode?
- To ba je wipe beeni..... nje eto naa se o ni anfani?
- Ki ni idi ti o fi lo ri olugbaniniyanju? (Beere nipa ilera okan)

5. Do you think students need the services of a school counselor to cope with school academic problems? What about emotional /stress related problems?

Nje o ro wipe awon akeeko nilo olugbaniniyanju lati le bori isoro ninu eko won? Awon iroro ti o je mo iporuru okan nko?

6. Would you have any particular preferences in a school counselor (probe for gender, religion , etc)

Nje o ni oun ti o yan ni ayo ninu olugbaniniyanju ile iwe re (Beere nipa esin ti o yan layo, Okunrin/obirin , etc)

7. Are you comfortable seeking help from a counsellor who is a teacher as well, and why?

Nje Okan re bale lati beere iranwo lowo olugbaniniyanju ti o tun je akeeko?

8. What factors usually hinder students from seeking the assistance of school counselors?

Awon nkan wo ni kii je ki akeeko le wa iranlowo awon olugbaniniyanju ile eko won?

9. What do you think the school management should do to improve counseling services in your school?

Ki ni o ye ki awon alobojuto ile eko se lati le mu eto iyanju ile eko re lo si iwaju si

Informed Consent Form

I am a Masters student of the Centre for Child and Adolescent Mental Health, University of Ibadan. I am conducting a study on students' perceptions and uptake of counselling services in secondary schools and the association with mental health of the students. If you agree to partake or grant consent for your child to partake in the study described above, please sign below

I _____ have been fully informed and understood all contents of the proposed research study that;

- The study does not involve identification of participants
- I have all rights to ask questions relevant to the study
- I am free to withdraw from participating in the study at any time without consequences
- I have been informed that data collected will be read by the Centre for Child and Adolescent Mental Health, University of Ibadan.

Signature

Date