



ROLES OF GUIDANCE AND COUNSELING IN EFFECTIVE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT: *The study examined the roles of guidance and counseling in effective teaching and learning in public secondary schools in Rivers State. Four research questions and four null hypotheses were formulated for the study. The study adopted a descriptive survey design. The population of the study comprised 996 teachers of senior secondary schools and school counselors in Obio/Akpor and Port Harcourt city Local Government Areas in Rivers State. A sample size of 359 was obtained using Taro Yamane method. A research questionnaire instrument was used for data collection. The reliability of the instrument was achieved through the Pearson Product Moment Correlation Coefficient as 0.80 reliability coefficient was achieved. Findings indicated that: information counseling service, appraisal counseling service and follow-up counseling service, help students reduce the problems of examination fear and stress, equip students with information about educational and career opportunities, assist teachers in selecting, equip teachers with information about students ability administration help teachers predict students' performance and interpretation of test scores, provide occupational information to students provides objective data about a student, exposes students learning weakness and help students focus more on studying, rehabilitate ineffective learning habits of students, help teachers gain feedback on the level of student's adjustment respectively. It is recommended that; Seminar and workshops should be organized from time to time by the ministry of Education on the benefit of school counseling programme and must be supported by all concerned.*

KEYWORD: Effective, Guidance, School Counseling, Teaching, Learning

INTRODUCTION

Education is a means through which nations build their desired society and it is an instrument for change. Education is aimed at inspiring change in individuals in some desirable ways and adds to the knowledge they already possess (Oladele, 2006). School guidance counseling is a vital tool that enables students to learn very well in school and assist teachers become more effective in teaching. Guidance counselors assist students in choosing the right education, career, and how to take care of themselves and relate very well with others in the school. According to the Federal Republic of Nigeria (FRN, 2013), guidance counseling helps the student in knowing more about their strength and weakness and enable them know more about their environment and how to develop attitudes that will make them grow, ascend and progress in choosing the right subjects' combination, career and their personal social relationship that will enable them learn very well in the school.



Guidance and counseling are an important educational tool in shaping students' orientation from negative ideas that has planted in them by their peer. Hence, the need for school counselor becomes necessary to assist the student in moulding their future through counseling therapy. The School Counselor is seen as a role model and highly respected as a role model by students. The counselors by their training are expected to be friends with the students, listen to the student's complains, short comings and proffer guidance to the student in a quest of moulding the student on the right part to take in their life pursuit. It is said that a child can only grow in a society that permits effective teaching and learning. Based on this every school activity that facilitate teaching and learning are given adequate attention by education planners. Guidance and Counseling plays an important role in encouraging educational activities that ensures teaching and learning becomes effective in the school (Egbo, 2013).

Effective teaching involves the ability of the teacher to impact, direct, instruct, inform, counsel, educate, admonish, train, and inculcate in the learner relevant skills, knowledge, attitude or ideas that brings about a desirable change in the behaviour of the learner (Nnabuike, 2012). Teaching is a common phenomenon in school; it is aimed at bringing about a positive change in the life of students. Teachers' effectiveness is ensured when they possess the right teaching skill necessary in impacting knowledge to the learner. This can be shown in their mastering of subject content which brings about a positive change in behaviour of the learner. An effective teacher understands the abilities and weakness of the learner, understand individual differences among learners and strategize on teaching methods that will accommodate every learner based on their differences, and provides a conducive environment for students to learn (Nnabuike, 2012).

Effective learning involves set of mental, affective and psychomotor activities by which relevant knowledge, skills, habit, attitude, virtues and ideas are develop, absorb, and used by the student resulting in the modification of conduct and behaviour of the student. Effective learning brings about change in learners thought, pattern and feelings, and mental reasoning of the learner. Guidance and counseling developed as a formal educational service in Nigeria in the late 1950's through the efforts of a group of religious sisters at the St. Theresa's College, Oke-Ado near Ibadan in 1959. The sisters had invited outsiders who knew more about the world of employment than themselves to give advice on the placement of their students leaving school that year (Oladele, 2006).

The advice of this group of professionals did not end there; they met regularly thereafter and also extended their services to other schools in Ibadan and environs. In 1961, this group, in a meeting to which principals of post-primary institutions, representative from the Ministries of Education, Health, Trade and /Industry, and Labour were present, inaugurated the Ibadan Careers Council. This Council formed the nucleus of the Nigerian Careers Council founded in 1976 (Oladele, 2006). As a result of these activities, the West African Examinations Council and Professor Bakare embarked on the development of varied aptitude tests for use in counseling. With the expansion of counseling activities in the country, there arose a need for a counseling association. Thus, in December 1967, the Counseling Association of Nigeria was launched.

Moreover, the Federal Government while enumerating the objectives of secondary school education in the National Policy on Education tacitly endorsed the role of guidance and counseling in schools. The Federal Republic of Nigeria (FRN, 2013) stated specific objective among others the desire to "Raise a generation of people who can think for themselves,



respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims and live as good citizens. By this new policy, secondary education now consists of the Junior Secondary School and the Senior Secondary School each of three years duration. This development has also prompted the Federal Ministry of Education to organize several trainers' workshops in Guidance and Counseling on rotational basis in different parts of the country (Olayinka, 2008).

Meanwhile, the Federal and State governments have recognized guidance and counseling; it is the researcher's contention that not much seemed to have been done in practical terms by these governments towards the adequate progress and functioning of counseling services in secondary schools in Nigeria especially as it aids effective teaching and learning in school. However, Egbo (2013) stressed that it is widely appreciated that the assimilation of knowledge by the learner is a principal goal of education, inadequate counseling in secondary schools in Nigeria makes it virtually impossible for the teacher to be effective in classroom and for students to learn effectively and acquired knowledge that may be utilized. To this end, a properly articulated guidance programme in secondary school will help the teacher to be more effective while teaching and for students to learn effectively.

Surprisingly, most teachers possess adequate knowledge in mastery of subject contents, but are unable to teach effectively due to lack of teaching skills. Even when a teacher possesses a teaching skill, he/she may not be knowledgeable enough in mastery of subject content which poses a serious threat to teaching and learning therefore, contributing to ineffective teaching and learning resulting to mass failure of students in school examinations (Akpan, 2006). The secondary school education is a very important level of education. Therefore, the need to institute guidance and counseling programme cannot be over emphasized. According to Egbo (2013), guidance and counseling programme develops the student's effective learning skills and the teacher's effectiveness in teaching.

The National Policy on Education (NPE, 2013), stated that education is an instrument for national development. This means that a student is expected to acquire relevant knowledge through effective teaching and learning that will make him/her adopt to the ever-changing society. Education being received by students is of great concern to all stakeholders in education. The growing concern in the increase rate students fail examination, increase rate in examination malpractice, ill equipped teaching workforce, and inadequate school teaching and learning facilities is becoming so worrisome as it contributes to ineffective teaching and learning in secondary schools leading to poor quality in secondary school education (Oviogbodu, 2015). According to Ozordi (2010), stressed that the academic performance of secondary school students in 'O' level West Africa Examination Council (WAEC), have witnessed a steady decline due to ineffective teaching and learning.

Poor academic performance of students in secondary schools according to Ozordi (2010) is caused by teachers' lack of competency in the use of instructional materials, poor method of teaching, poor classroom management, and untrained teachers are responsible for teacher's ineffectiveness among others. Furthermore, students' poor study habit, laziness, peer influences, emotional problems, and inferiority complex among other factors are responsible for student's ineffective learning. This therefore, has defeated the stated objectives of education as stated in the National Policy on Education of the Federal Republic of Nigeria



Progress and future prospects of guidance programme in the secondary school depends on the total commitment of government and the mutual cooperation between the school counselors on one hand the students, teachers and school authority on the other hand. But this type of commitment and cooperation seem lacking at present in most secondary schools resulting into poor academic performance of students and have contributed to poor quality secondary education. Therefore, in finding lasting solution to ineffective teaching and learning at the secondary school level, this research work is aimed at evaluating the roles of guidance and counseling in effective teaching and learning in secondary schools in Rivers State.

Purpose of the Study

The main purpose of the study investigated roles of guidance and counseling in effective teaching and learning in secondary schools in Rivers State. Specifically, the objectives of the study are to:

1. Determine the influence of information counseling service in effective teaching and learning in the secondary school in Rivers State.
2. Ascertain the influence of appraisal counseling service in effective teaching and learning in the secondary school.
3. Determine the influence of follow-up counseling service in effective teaching and learning in secondary school in Rivers State.

Research Questions

Based on the stated purpose of the study, the following research questions guided the study:

1. What are the influence of information counseling service in effective teaching and learning in the secondary school?
2. What are the influence of appraisal counseling service in effective teaching and learning in the secondary school?
3. What are the influence of follow-up counseling service in effective teaching and learning in the secondary school?

Hypotheses

The null hypotheses postulated for this study were tested at 0.05 level of significance.

- There is no significant difference between teachers and counselors' responses on influence of guidance and counseling in effective teaching and learning in the secondary school.
- There is no significant difference between teachers and counselors' responses on the influence of appraisal counseling service in effective teaching and learning in the secondary school.
- There is no significant difference between teachers and counselors' responses on the influence of follow-up counseling service in effective teaching and learning in secondary school.



METHODOLOGY

The study was carried out in Secondary Schools in Rivers State. The region in Rivers State is in the South-South zone of Nigeria with a projected population of 7,983,570 people (National Population Commission Office, 2016). The topography and environment of Rivers State is such that is favourable for agricultural activities as there is adequate distribution of rainfall within the year. Hence, Rivers State indigenes were predominantly fishermen and farmers even in this present state of petroleum exploitation as evident in the State. The study adopted a descriptive survey design. The population of the study consists of 840 senior secondary school teachers and 156 school counselors totaling 996 in 24 public senior secondary schools in Port Harcourt city and Obio/Akpor Local Government Areas in Rivers State. Sample size for this study comprised 247 senior secondary school teachers and 112 school counselors totaling a sample size of 359 drawn from the entire population of 996. The sample size was obtained using Taro Yamane method. The simple random sampling technique was used. Three research objective/questions were posed to guide the study. Three hypotheses were formulated and tested at 0.05 level of significant. The Pearson Product Moment Correlation Coefficient were used to test the instrument and was found to have 0.80 reliability coefficient which was considered high enough to be used for the study. Data collected were analysed using mean statistics and standard deviation with an acceptance mean value of ≥ 2.50 whereas otherwise rejected.

RESULTS AND DISCUSSION OF THE STUDY

Table 1: Mean Scores of Respondents on the Influence of Information Counseling Service on Effective Teaching and Learning in Secondary Schools

S/N	Items Influence Of information Counseling	Teachers (n=247)			Counselors (n=112)		
		$\bar{x}_1$	SD ₁	Decision	$\bar{x}_2$	SD ₂	Decision
1.	Provide information in right subjects' combinations.	2.90	.99	Accepted	3.38	.71	Accepted
2.	Provide information that stimulates students interest	2.90	.92	Accepted	3.43	.63	Accepted
3.	Provide occupational information to students	2.92	.91	Accepted	3.46	.58	Accepted
4.	Equip teachers with information about student's ability	3.04	.94	Accepted	3.44	.61	Accepted
5.	information on entry requirement into tertiary institution	2.87	1.00	Accepted	3.46	.58	Accepted
6.	Information on educational opportunities for students	2.82	1.00	Accepted	3.40	.59	Accepted
Grand mean and SD		2.91	.96		3.43	.62	

Source: field survey, 2019

Result in table 1 above showed the response of teachers and counselors on the influence of information counseling service on effective teaching and learning in the secondary school in the study area. Study revealed that teachers accepted that information counseling service influences the provision of information to students on selecting right subject combination (2.90), provide information that stimulate students learning interest (2.90), provide occupational information to students (2.92), equip teachers with information about students ability (3.04), assist teachers with information on occupation that suit students abilities (2.87) and others, more so, counselors accepted also that information counseling service influences



the provision of information to students on selecting right subjects combinations (3.38), provide information that stimulates students interest (3.43), provide occupational information to students(3.46), equip teachers with information about students ability (3.44), provide information on entry requirement into tertiary institution (3.46), provide information on educational opportunities for students(3.40).The various mean were accepted with grand mean of 2.91 and 3.43 respectively indicating the influence of information counseling service in effective teaching and learning in secondary schools in Rivers State. The findings of the study in research question two are similar with the view of Okoye (2003) who stated that information services are tailored towards equipping students with necessary information in the area of educational opportunities, career opportunities and personal-social opportunities in order to make wise decision about life. The findings of this study are in line with Alemu (2013), who stated that information counseling services provides a forum for interaction between teachers and counselors. In a similar research, Egbo (2013) stated that information counseling services are designed to provide information to students in selecting and utilizing educational opportunities within the school and labour market.

Table 2: Z-test Analyses of no Significant Difference Between Teachers and Counselors Response on Influence of Information Counseling Service in Effective Teaching and Learning in Secondary Schools in Rivers State

Categories	No. of Respondents	$\bar{x}$	SD	DF	z-cal	z-crit	Decision
Teachers	247	2.91	.96	357	6.14	1.96	Rejected
Counselors	112	3.43	.62				
<i>z-cal (z-test calculated), z-crit (z-test critical)</i>							

Table 2 shows that teachers had a mean and standard deviation scores of 2.91 and .96 respectively, while counselors had a mean and standard deviation scores of 3.43 and .62 respectively. The z-cal value was 6.14, while z-crit was 1.96 at 0.05 level of significance for two tail tests. This result shows that z-cal was greater than z-crit which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of teachers and counselors on the influence of information counseling service on effective teaching and learning in secondary schools.

Table 3: Mean Scores of Respondents on the Influence of Appraisal Counseling Service in Effective Teaching and Learning in Secondary Schools

S/N	Items Influence of Appraisal Counseling	Teachers (n=247)			Counselors (n=112)		
		$\bar{x}_1$	SD ₁	Decision	$\bar{x}_2$	SD ₂	Decision
7.	Provides Objective Data About A Student.	3.13	.92	Accepted	3.44	.72	Accepted
8.	Exposes Students Learning Weakness.	3.16	.87	Accepted	3.49	.63	Accepted
9.	Student's Abilities Are Tested Through Assessment.	3.18	.89	Accepted	3.52	.58	Accepted
10.	Help teachers predict student's academic performance.	3.25	.85	Accepted	3.50	.62	Accepted
11.	Provide skills of selecting and administering of test scores.	3.04	.96	Accepted	3.52	.58	Accepted
12.	Find out student's interest through personality traits	2.95	.95	Accepted	3.47	.50	Accepted
Grand Mean and SD		3.12	.91		3.49	.61	

Source: field survey, 2019



Table 3 showed responses of teachers and counselors on influence of appraisal counseling service in effective teaching and learning in the secondary school. Based on the mean response obtained, teachers accepted that appraisal counseling service provides objective data about a student (3.13), exposes students learning weakness (3.16), students abilities are tested through continuous assessment (3.18), help teachers predict students' performance (3.25), provide teachers with skills of selecting, administering and interpreting of test scores (3.04), and help teachers discover occupation that suit student ability through personality traits (3.12), more so, counselors accepted that influence of appraisal counseling service provides objective data about a student (3.44), exposes students learning weakness (3.49), students abilities are tested through continuous assessment (3.52), help teachers predict students' performance (3.50), provide teachers with skills of selecting, administering and interpreting of test scores (3.52), and help teachers discover occupation that suit student ability through personality traits (3.47). The various mean was accepted with grand mean of 3.12 and 3.49 indicating the influence of appraisal counseling service in effective teaching and learning in secondary schools in Rivers State. The present findings are in agreement with some past research findings, for, example Bark (2010) cited that appraisal counseling involves collection, analyses and interpretation of data which is aimed at helping students understand themselves very well which identifies the students' abilities and strength therefore, recommend the students learning based on their abilities. He opined that appraisal inventory involves the use of psychometric instruments to collect relevant data about a student and recommend teaching methods that will enable such students learn effectively in the school. Egbule and Okobia (2014), supported that appraisal counseling is aimed at gathering information about a student and helping such student understand himself, assist teachers, counselors, and administrators in understanding student's strength and weakness with the aim of assisting such student learn effectively. Innocent (2010) in a similar vein, cited that the use of test and non- test technique by the counselor in determining the mental ability, interest, strength, aptitude, and intelligent quotient assist the counseling in assisting the students in improving his/her learning habits.

Table 4: Z-test Analysis of no Significant Difference Between Teachers and Counselors Responses on Influence of Appraisal Counseling Service in Effective Teaching and Learning in Secondary Schools in Rivers State

Categories	No. of Respondents	$\bar{x}$	SD	DF	z-cal	z-crit	Decision
Teachers	247	3.12	.91	357	4.53	1.96	Rejected
Counselors	112	3.49	.61				

z-cal (z-test calculated), z-crit (z-test critical)

Table 4 shows that teachers had a mean and standard deviation scores of 3.12 and .91 respectively, while counselors had a mean and standard deviation scores of 3.49 and .61 respectively. The z-cal value was 4.53, while z-crit was 1.96 at 0.05 level of significance for two tail tests. This result shows that z-cal was greater than z-crit which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of teachers and counselors on the influence of appraisal counseling service in effective teaching and learning in secondary schools.

**Table 5: Mean Scores of Respondents on the Influence of Follow-up Counseling Service in Effective Teaching and Learning in Secondary School**

S/N	Items	Teachers (n=247)			Counselors (n=112)		
		$\bar{x}_1$	SD ₁	Decision	$\bar{x}_2$	SD ₂	Decision
13.	Counselors visit students after resolution of their problem.	3.12	.92	Accepted	3.38	.71	Accepted
14.	Rehabilitates ineffective learning habit of students.	3.17	.87	Accepted	3.46	.63	Accepted
15.	Help students focus more on studying.	3.19	.89	Accepted	3.50	.59	Accepted
16.	Help teachers in focusing on student's weakness.	3.27	.85	Accepted	3.50	.62	Accepted
17.	Help teachers adopt most suitable teaching methods.	3.06	.96	Accepted	3.51	.59	Accepted
18.	Help teachers gain feedback on student's adjustment.	3.03	.96	Accepted	3.46	.60	Accepted
Grand Mean and SD		3.14	.91	Accepted	3.47	.62	Accepted

Source: field survey, 2019

Table 5 showed responses of teachers and counselors on roles of follow-up counseling service in effective teaching and learning in the secondary school. Study revealed that teachers accepted that follow-up counseling influence counselors visit to students after resolution of their problem (3.12), rehabilitate ineffective learning habit of students (3.17), help students focus more on studying (3.19), help teachers focus more on students weakness (3.27), help teachers adopt most suitable teaching methods (3.06), help teacher gain feedback on students adjustment (3.46), on the other hand, counselors accepted visiting students after resolution of their problems (3.38), rehabilitate ineffective learning habits of students (3.46), help students focus more on studying (3.50), help teachers focusing on students weakness (3.50), help teachers adopt most suitable teaching methods (3.51), and help teachers gain feedback on level of students adjustment (3.46). The various mean was accepted with grand mean of 3.14 and 3.47 indicating the influence of follow-up counseling service in effective teaching and learning in secondary schools in Rivers State. The present result is with agreement with some past research findings including, Usman (2013), who cited that follow-up counseling involves monitoring of students with a view of obtaining regular progress report on academic performance of students through effective learning. Based on the feedback obtained by the counselor from students during counseling, the programme may be re-assed. This therefore, may lead to adopting of new approaches in teaching and counseling using different techniques and tools to improve upon the deficiencies observed which in turn enhances effective teaching and learning.

Table 6: Z-test Analyses of no Significant Difference Between Teachers and Counselors Responses on Roles of Follow-up Counseling Service in Effective Teaching and Learning in Secondary Schools in Rivers State

Categories	No. of Respondents	$\bar{x}$	SD	DF	z-cal	z-crit	Decision
Teachers	247	3.14	.91	357	4.01	1.96	Rejected
Counselors	112	3.47	.62				

sz-cal (z-test calculated), z-crit (z-test critical)



Table 6 shows that teachers had a mean and standard deviation scores of 3.14 and .91 respectively, while counselors had a mean and standard deviation scores of 3.47 and .62 respectively. The z-cal value was 4.01, while z-crit was 1.96 at 0.05 level of significance for two tail tests. This result shows that z-cal was greater than z-crit which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of teachers and counselors on the influence of follow-up counseling service in effective teaching and learning in secondary school.

CONCLUSION

Based on the findings, the following were deduced that school guidance counseling has been able to enable weak students' progress along their academic; help students to develop better attitude to learning in such a way that examination anxiety is been minimize, help students to pay attention, concentration on relevant attributes in such a way that number of drop-out from schools is been minimized. Guidance counseling in the school has been able to harness students' intellectual capabilities to their optimum by remedying their weaknesses, enhancing their strengths, as well as making them adjust to school environments and demand. Guidance and counseling have assisted the school teachers in selecting, administering, and interpreting of test scores; adoption of most suitable teaching methods in achieving lessons objectives, providing teachers with information to gain insight on the level of student's adjustment. Based on the above mentioned, the researcher concludes that guidance and counseling in the school have transform and reform students in choosing the right subject combination, career, and personal social practices of students and has improved on the quality of secondary education in Rivers State and Nigeria, and therefore, deserves the support of everybody.

RECOMMENDATIONS

Based on the findings the following recommendations were made;

- Creating public awareness on the need for school administrators, teachers, and parents to embrace guidance and counseling as part of school programme.
- Guidance and Counseling must be encouraged by all to provide guidance programme in sensitive areas such as; drug abuse, peer conflict, family conduct, self-awareness, study habits, interpersonal relationship, educational information, and vocational information.
- Involving other guidance personnel's like the directors of guidance, administrators, principals, teachers, psychologist, medical or health team etc. so as to provide a more comprehensive assistance to the students and teachers in the school.
- Organizing regular guidance seminars and workshops for principals and school staff with a view of improving their perception of counselors and counseling as well as teaching them their roles in guidance programme.



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