

The inclusion of guidance and counseling program into basic education curriculum for quality assurance

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Abstract: The study examined the inclusion of guidance and counselling programme into basic education curriculum for quality assurance in basic education. The study employed the use of descriptive research design. The sample consisted of two hundred basic education teachers in primary and junior secondary schools in Ondo West Local Government Area of Ondo State. Four research questions were raised. The use of self – designed questionnaire was employed which was validated by experts from curriculum studies and Educational Foundations and Counselling. The data gathered was analyzed with mean rank and standard deviation. The findings of the result shows the various guidance and counselling programmes to be included into basic education curriculum, the benefits derived from the inclusion of guidance and counselling programmes into basic education curriculum, the relationship between basic education and guidance and counselling and the challenges on the inclusion of guidance and counselling into basic education curriculum. Based on the findings, the study makes the following recommendations among others: Formal vocational education to be introduced at the Basic education level, so that pupils would be guided into the right thinking of appropriate careers to be perused, training and retraining of professionally qualified counsellors on regular basis and they should be involved in the formulation and implementation of curriculum for the basic education programme, well trained and competent Guidance and Counselling personnel, with thorough theoretical and practical knowledge, must be employed at schools. These people can help teachers to cope and deal with learners efficiently, government should provide adequate funds to all basic education in the country.

Key words: Basic education, curriculum, guidance and counselling, quality assurance.

1. Introduction

Basic Education is the education offered to children ages between 3 - 14 years. It comprises 3 years of early childhood care education and the nine (9) years of formal schooling [1]. It is therefore, the foundation a child can have for him/her to use throughout life. The Universal Basic Education (UBE)

Programme, which is a reform programme aimed at providing greater access to, and ensuring quality of basic education throughout Nigeria is coordinated by the three (3) tiers of Government (Federal, State and Local Government). At the federal level, the main agency coordinating the implementation of basic education is the Universal Basic

Education Commission (UBEC) whiles the State Universal Basic Education Boards (SUBEBs), while the Local Government Education Authorities (LGEAs) are the main agencies implementing the programme. UBEC, as the body set up to coordinate the implementation of the UBE Programme, carries out quality assurance in basic education schools at regular intervals, in concert with the SUBEBs, LGEAs and head teachers for the successful implementation of the programme [2].

The elementary school level of education is the most important in all education levels. It is for this reason that it is labeled primary school. The primary school, is but part of the early education processes that prepares a child for the secondary school, among other numerous benefits. It is important to note here that both the primary school teachers and parents of the kids join hands to mould the mind of the child to a meaningful status [3]. The need to institute counselling programmes in primary schools cannot be over emphasized because the minds of children are in a "tabular rasa" form. This implies that the mind of the child, at this level is virgin and open, needing to be filled up. By virtues of good counselling and subsequent training, the kid begins to develop positively.

Oniye and Durosaro (2009) explain that guidance and counselling is a pre-requisite for quality teaching of Early childhood and development (ECD) [4]. Guidance and counselling is a social function aimed at guiding desirable growth and behaviour, allowing children to develop peaceful, fruitful and productive behaviour that would not be harmful to them or society. Guidance and counselling is provided by the ECD teacher, acting in loco parentis. Guidance and counselling enhances the quality of ECD programmes as children develop productive behaviours [5].

Guidance and counselling programmes is an educational service that compliments instructions, administrations and other components [6] of the secondary school systems.

The programmes are specialized and organized activities rendered to students for the dissemination of meaningful information in the area of personal-social, educational and vocational needs that assist them to make choices. Some of these programmes include orientation, career day or week, guidance clubs, guidance games, walks visits, group or individual counselling, counselling team model, excursion, seminars and workshops for parents, teachers and students [7]. The findings of Adesola and Afolabi (2018) shows that counselling services helped to curb deviant behaviour among school children [5].

The Federal Ministry of Education in Egbo (2009), in their blueprint for Guidance and Counselling, made a 12 point objective of Guidance and Counselling at the junior and senior secondary schools [8].

1. Tutor learners for higher achievements;
2. Encourages client to develop adaptive skills to cope with changes in family and home life;
3. Help children cope with examination anxieties;
4. Equip clients with problem solving and decision making skills;
5. Enable children develop positive self-image;
6. Encourage children to develop good interpersonal relationship;
7. Equip students with skills for making appropriate and satisfying choices;
8. Assist in smooth transitions from one educational level to another;
9. Assist school administration in improving educational opportunities and programmes;

10. Mobilize all the available resources of the school, home and community for the satisfaction of children educational vocational and psychological needs;

11. Assist the teachers, other school staff members and parents in understanding the needs and problems of the school children;

12. Assist students develop adequate time management skills.

Inclusion of guidance and counselling into basic education curriculum will help in promoting quality assurance in Universal Basic Education. With proper programmes of Guidance and Counselling in the UBE curriculum, individuals would be assisted to participate in all school activities by way of identifying their weak points in the school which could be either academic, personal or social so that proper adjustment guide could be initiated in such a way that the individuals come to terms with reality and adjustment to the existing situations [9].

Also Guidance and counselling could at this level assist the product of basic education into developing career which can ultimately lead them to a useful living. This paper examines and elucidates more on examination of the inclusion of guidance and counselling programme into basic education curriculum for quality assurance in basic education.

2. Statement of the Problem

Elementary school children exhibit some deviant behaviour such as: stealing, lying, fighting, bullying, and destroying of properties and so on. These behaviour exhibitions has produced truancy, gangsters, rapist, cultist, kidnappers, prostitution and lots more in the society lately. It is so painful that school counsellors are limited to secondary schools only in which it has created a lot of workload on school counsellors in

secondary schools in resolving issues with JSS 1 students. Some school management have given school counsellor assignment to classroom teachers to curb elementary school children behaviour with cane or tedious punishment which can never curb such deviant behaviour except the intervention of a school counsellor. Children are now faced with many challenges. Some of the challenges include assuming the roles of heading families before they become adults, caring for ill parents and relatives, abuses by adults, and challenges related to their school work. The school has to play a critical role in providing guidance and counselling services to affected children. With guidance and counseling in place, it will enable pupils in the primary and students in the Junior Secondary Schools choose the right course (s) compatible to their innate potentials, attributes, characteristics, motivations and interests, also to ensure that square pegs are not out in round holes [10]. The Universal Basic Education (UBE) needs guidance and counseling services to achieve these goals.

Purpose of the Study

The main purpose of this study mainly focuses on the following:

1. Identify the various guidance and counselling programmes that could be included into basic education curriculum.
2. Examine the benefits derived from the inclusion of guidance and counselling programmes to basic education curriculum.
3. Examine the relationship between basic education and guidance and counselling programmes.
4. Assess the challenges of the inclusion of guidance and counselling programme into basic education curriculum and possible solutions.

Research Questions

1. What are the various guidance and counselling programmes that could be included into basic education curriculum?
2. What are the benefits derived from the inclusion of guidance and counselling programmes to basic education curriculum?
3. What is the relationship between basic education and guidance and counselling programmes?
4. What are the challenges of the inclusion of guidance and counselling programmes into basic education curriculum?

3. Methodology

The research design adopted for the study is descriptive research survey design which involves the collection of data for the purpose of describing existing situations as they occur in reality [11]. It may involve the exploration of an observed phenomenon in education. The study sampled consisted of some selected Basic education level in Ondo West Local Government Area of Ondo State. Ballot method of simple random sampling was adopted in selecting two hundred teachers in five randomly selected primary schools and junior secondary schools in Ondo West Local Government Area of Ondo State.

A twenty – five items questionnaire was used to collect data for the study. The questionnaire comprises of five sections. Section A had five items to elicit personal information such as: gender, academic qualifications, age range, class taught and length of teaching experience. Section B, C, D and E comprises of twenty - five items which were constructed to measure and provide Ondo West Local Government teacher's response options. Using these options,

respondent were expected to indicate his or her opinion/observation on the inclusion of guidance and counselling programmes into basic education curriculum for quality assurance in basic education.

Two methods of validity were used for this instrument namely: face validity and content validity. The questionnaire was first given to an expert in the department of Educational Foundations and Counselling and other expert in the area of educational statistics for measurement and evaluation for critiques. The critiques were used to make necessary modifications which eventually led to the production of the final instrument used in this study. The croach alpha reliability of the instrument is .99. This shows certainty of the reliability of the instrument

The questionnaire were personally administered on the respondents and collected on the spot by the researcher thereby having 100% returned. The research questions were analysed with descriptive statistics, mean rank and standard deviation. The responses were scaled on likert scale in which points were allotted to them using likert scale of 4 points. SA – 4 point, A – 3 point, D – 2 point, and SD – 1 point.

$$\frac{4 + 3 + 2 + 1}{10}$$

$$10$$

$10/4 = 2.5$. The standard mean is 2.5, any mean that is from 2.5 above is considered accepted while any mean below 2.5 is considered unaccepted.

4. Data analysis and Discussions

It presented demographic characteristics of respondent, responses to research questions and testing of hypotheses.

Gender distribution	Frequency	Percent	Valid Percent	Cumulative Percent
Male	107	53.5	53.5	53.5
Valid Female	93	46.5	46.5	100.0
Total	200	100.0	100.0	

Age distribution	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 25 years	87	43.5	43.5	43.5
26 years – above	113	56.5	56.5	100.0
Total	200	100.0	100.0	

Class taught	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary	148	74.0	74.0	74.0
Junior Secondary School	52	26.0	26.0	100.0
Total	200	100.0	100.0	

Length of teaching experience	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 - 7 years	30	15.0	15.0	15.0
8 - 14 years	60	30.0	30.0	45.0
15 - 21 years	48	24.0	24.0	69.0
22 years – above	62	31.0	31.0	100.0
Total	200	100.0	100.0	

Educational qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SSCE	3	1.5	1.5	1.5
NCE	60	30.0	30.0	31.5
OND	6	3.0	3.0	34.5
HND	14	7.0	7.0	41.5
B.sc/ed.	81	40.5	40.5	82.0
PGDE	18	9.0	9.0	91.0
M.Phil.	8	4.0	4.0	95.0
M.sc/ed.	6	3.0	3.0	98.0
Ph.D.	4	2.0	2.0	100.0
Total	200	100.0	100.0	

Table 1 above, shows the summary of gender distribution of respondents. Results show that 53.5% of the populations accounts for male gender, while 46.5% of the populations accounts for female gender. Findings show that there were more male respondents than female respondents in respects to National Institute on Research- NIR, 2018 reports that there were more male gender than female gender.

Table 2 above, shows the summary of age range distribution of respondents. Results show that 43.5 % of the populations were within 18 – 25 years, while the remaining 56.5% of the populations were within 26 years and above. Findings show that majority of the respondents were within 26 years and above.

Table 3 above, shows the summary of class taught distribution of respondents. Results show that 74% of the populations were teaching in primary school, while the remaining 26% of the populations were teaching junior secondary school. Findings show that there were more respondents teaching in primary school than junior secondary school.

Table 4 above, shows the summary of the length of teaching experience distribution of respondents. Results show that 15% of the populations were within the length 1 – 7 years teaching experiences, 30% of the populations were within the length of 8 – 14 years teaching experiences, 24% of the populations were within the length of 15 – 21 years of teaching experiences, while the remaining 31% of the populations were within the length of 22 years and above of teaching experiences.

Table 5 above, shows the summary of educational background distributions of respondents. Results show that 1.5% of the populations were qualified with SSCE (Senior Secondary School Certificate), 30% of the

populations were qualified with NCE (Nigeria Certificate in Education), 3% of the populations were qualified with OND (Ordinary National Diploma), 7% of the populations were qualified with HND (Higher National Diploma), 40. 5% of the populations were qualified with B.Sc. /B.Ed., 9% of the populations were qualified with PGDE (Postgraduate diploma in Education), 4% of the populations were qualified with M.Phil., 3% of the populations were qualified with M.Sc./M.Ed., while the remaining 2% of the populations were qualified with Ph.D. findings show that majority of the respondents were qualified with NCE and B.Sc./B.ED which shows the level of competency and relevancy of their profession based on the results qualified with.

Research question 1

What are the various guidance and counselling programmes that is included into basic education curriculum?

Table 6 shows the summary of mean rank and standard deviation on the various guidance and counselling programme that should be included into basic education curriculum. Results show that transition programme should be included into basic education curriculum with a mean score of 3.19, vocational guidance and counselling should be included into basic education curriculum with a mean score of 3.46, rehabilitation guidance and counselling should be included into basic education curriculum with a mean score of 3.27, educational guidance and counselling should be included into basic education curriculum with a mean score of 3.91, marital guidance and counselling should be included into basic education curriculum with a mean score of 2.03, while personal – socio guidance and counselling should be included into basic

education curriculum with a mean score of 3.40. Meanwhile, based on the decision mean which states that 0.00 – 2.49 are rejected, while 2.50 – 5.00 are accepted. The results above were accepted based on decision stated.

The mean rank results show that the first three ranked guidance and counselling programme are very essential to basic education which could be included into basic education curriculum.

Table 6 Summary of Mean Rank and Standard deviation on the various guidance and counselling programme that should be included into basic education curriculum

Guidance and Counselling Programmes that should be included into basic education curriculum	N	Mean	Std. Deviation	Rank	Decision
Transition is one of the guidance and counselling programme that should be introduced into basic education curriculum.	200	3.19	1.050	5 th	Accepted
Vocational programme should be included into basic education curriculum	200	3.46	.729	2 nd	Accepted
Rehabilitation programme should be included into basic education.	200	3.27	.729	4 th	Accepted
Educational programme should be included into basic education curriculum.	200	3.91	.279	1 st	Accepted
Marital counselling programme should be included into basic education curriculum.	200	2.03	.776	6 th	Accepted
Personal – socio guidance and counselling programme should be included into basic education curriculum.	200	3.40	.856	3 rd	Accepted

Research Question 2

What are the benefits derived from the inclusion of guidance and counselling programmes to basic education curriculum?

Table 7 above, shows the summary of mean rank and standard deviation on the benefits derived from the inclusion of guidance and counselling into basic education. Results show that guidance and counselling prepares the students/pupils for the challenges of the future by supporting their academic, career, and personal/social development and community participation with mean a score of 3.31 which is ranked 9th position, guidance and counselling relates

pupils/students' academic programme to next steps and future success with a mean score of 3.59 which is ranked 4th position, guidance and counselling enables students/pupils to develop adaptive skills to cope with changes in family and home life with a mean score of 3.39 which is ranked 8th position, guidance and counselling facilitates career exploration and planning of students/pupils with a mean score of 3.31 which is ranked 8th position, guidance and counselling provides support for parents in advocating for their child's academic, career, and personal development with a mean score of 3.42 which is ranked 7th position, it helps students/pupils who are

facing life challenges to adjust to their new situations with a mean score of 3.45 which is ranked 6th position, guidance and counselling helps in resolving educational vices such as: poor academic performance, truancy, cheating in examination hall and so on with a mean score of 3.65 which is ranked 2nd position, guidance and counselling helps students/pupils to cope with examination anxieties with a mean score of 3.82 which is ranked 1st position, guidance and counselling enable students/pupils to develop positive self-image with a mean score of 3.61 which is ranked 3rd position, while guidance and counselling encourage students/pupils to develop good interpersonal relationship with a mean score of 3.58 which is ranked 5th position. Meanwhile, based on the decision mean which states that 0.00 – 2.49 are rejected, while 2.50 – 5.00 are accepted. The results above were accepted based on decision stated.

Research Question 3

What is the relationship between basic education and guidance and counselling programmes?

Table 8 above, shows the summary of mean rank and standard deviation on the relationship between basic education and guidance and counselling programme. Results show that guidance and counselling helps in promoting high discipline among pupils or students with a mean score of 3.47 which is ranked 2nd position, guidance and counselling promotes morals and career exploration among pupils or students with a mean score of 3.44 which is ranked 4th position, guidance and counselling enables teachers to adopt teaching techniques to be employed during teaching – learning process with a mean score of 3.35 which is ranked 3rd position, while guidance and counselling helps in sustaining quality assurance in basic education with a

mean score of 3.61 which is ranked 1st position. Meanwhile, based on the decision mean which states that 0.00 – 2.49 are rejected, while 2.50 – 5.00 are accepted. The results above were accepted based on decision stated. It can be inferred that the above itemize factors reveals a strong relationship between basic education and guidance and counselling programme.

Research Question 4

What are the challenges of the inclusion of guidance and counselling programme into basic education curriculum?

Table 9 above, shows the summary of mean rank and standard deviation on the challenges of the inclusion of guidance and counselling programme into basic education curriculum. Result shows that one of the major challenges of poor inclusion of guidance and counselling programme into basic education curriculum is the attitude of government and non – governmental agencies on guidance and counselling programme which is not uniform with a mean score of 3.87 which is ranked 1st position, insufficient funds allocation to basic education with a mean score of 3.44 which is ranked 2nd position, uniformity attitude of school administrators and educational stakeholders pose another big challenge with a mean score of 3.31 which is ranked 3rd position, inadequate school facilities for the implementation of the programme with a mean score of 3.20 which is ranked 4th position, while immaturity in thought patterns of the children at that level with a mean score of 3.10 which is ranked 5th position. The results above were accepted based on decision stated. It can be inferred that the above itemize factors reveals the challenges faced on the inclusion of guidance and counseling into basic education curriculum.

Table 7 Summary of Mean Rank and Standard deviation on the benefits derived from the inclusion of guidance and counselling to basic education

Benefits derived from the inclusion of guidance and counselling to basic education.	N	Mean	Std. Deviation	Rank	Decision
Prepares students/pupils for the challenges of the future by supporting their academic, career, and personal/social development and community participation.	200	3.31	.739	9 th	Accepted
Relates their educational program to next steps and future success.	200	3.59	.493	4 th	Accepted
It enables students/pupils to develop adaptive skills to cope with changes in family and home life.	200	3.39	.742	8 th	Accepted
It facilitates career exploration and planning.	200	3.31	.871	9 th	Accepted
Provides support for parents in advocating for their child's academic, career, and personal development.	200	3.42	.834	7 th	Accepted
It helps students/pupils who are facing life challenges to adjust to their new situations.	200	3.45	.755	6 th	Accepted
It helps in resolving educational vices such as: poor academic performance, truancy, cheating in examination hall etc.	200	3.65	.740	2 nd	Accepted
It helps students/pupils to cope with examination anxieties.	200	3.82	.422	1 st	Accepted
Enable students/pupils to develop positive self-image.	200	3.61	.767	3 rd	Accepted
Encourage students/pupils to develop good interpersonal relationship.	200	3.58	.731	5 th	Accepted

Table 8 Summary of Mean Rank and Standard deviation on the relationship between basic education and guidance and counselling programme.

Relationship between basic education and guidance and counselling.	N	Mean	Std. Deviation	Rank	Decision
Guidance and counselling helps in promoting high discipline among pupils/students	200	3.47	.701	2 nd	Accepted
Guidance and counselling promotes morals and career exploration among pupils/students.	200	3.34	.887	4 th	Accepted

Guidance and counselling enables teachers to adopt teaching techniques to be employed during teaching – learning process.	200	3.35	.890	3 rd	Accepted
Guidance and counselling helps in sustaining quality assurance in basic education.	200	3.61	.663	1 st	Accepted

Table 9 Summary of Mean Rank and Standard deviation on the challenges of the inclusion of guidance and counselling programme into basic education curriculum

Challenges of the inclusion of guidance and counselling programme into basic education curriculum	N	Mean	Std. Deviation	Rank	Decision
Attitude of school administrators and educational stakeholder are not uniform.	200	3.31	.969	3 rd	Accepted
Insufficient funds allocations to basic education.	200	3.44	.800	2 nd	Accepted
Immaturity in thought patterns of the children at that level.	200	3.10	1.061	5 th	Accepted
Attitude of government and non – governmental agencies to guidance and counselling are not uniform.	200	3.87	.379	1 st	Accepted
Inadequate school facilities the program.	200	3.20	1.116	4 th	Accepted

Conclusion

The inclusion of guidance and counselling programme into basic education curriculum will help in sustaining quality assurance in basic education which will help to curb deviant behaviour among pupils/students in the county. It will also help pupils/ students in building morals that accepted in the society by becoming a good ambassador and responsible pupils/students the country desired to produce. Guidance and counselling will help pupils/students in making appropriate decision in selection of career that will help them to become responsible citizen in the society.

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