

**RELATIONSHIP AMONG GUIDANCE AND COUNSELLING AWARENESS,  
STUDY HABITS, ATTITUDE TO SCHOOL AND ACADEMIC PERFORMANCE  
OF SENIOR SECONDARY SCHOOL STUDENTS IN SOKOTO METROPOLIS**

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## **Abstract**

*This research investigated the relationships among guidance and counselling awareness, study habits and attitude to school and academic performance of senior secondary school students in Sokoto metropolis. The total population for this study was Eleven thousand, eight hundred and thirty. Six secondary schools were purposively selected and participated in this study. Three hundred and eighty one students served as the sample for this research. Seven null hypotheses were generated and tested. The instruments used in this study were five sets of questionnaires. The Federal Ministry of Education questionnaire attitude to school scale, Students' study habits inventory by Dikko (2008), Guidance and counselling rating scale by Kolo (2004) and self designed academic achievement tests in Mathematics and English. Pearson Product Moment Correlation Coefficient statistical analysis tool was used to test the five null hypotheses. The five null hypotheses were tested and rejected at an alpha level of 0.05. The major findings of this study are there are significant relationship between Guidance and Counselling awareness and study habits, attitude to school and students academic performance. It was concluded that Guidance and counselling awareness have positive relationship with the variables studied. Recommendations were forwarded amongst which is that since Guidance and counselling awareness have significant relationship with students study habits, the Sokoto state government should employ^ qualified counsellors and post one or two of such to each secondary schools in the state.*

## **Introduction**

Education is a very important asset to the individual and to the society. It is said to be a process that is essential for the achievement of personal goals and individual aspirations (Yusuf. 3993:37). Education is a tool for overall change in economic and social development. Education has been defined in so many ways. Dioha and Baiti (2002) sees education as a good thing essential to human well-being and is also a process by which society or nation moulds the individual by subjecting him/her to a selected and controlled environment for the purposes of his attaining social competence and optimum individual development.

Sanda (2009) considered education as an instrument par excellence for effective national development. Abubakar (2009) sees education as involving the socialization of the individual to become an integral part of the society in which he/she lives. Through qualitative education individuals are trained to acquire knowledge, useful skills, desirable values attitudes and habits to adjust themselves to the changing condition of the world in which they live. Education is the foundation for the development of any society in all spheres of life. That is why this study is examining the relationship between guidance and counselling and awareness, study habits, attitude to school and academic performance of senior secondary school students' academic achievement, so as to achieve qualitative education for national development. Guidance and Counselling happens to be one of the developments in the field of Education in Nigeria. Shertzer and Stone (1976) wrote that guidance has been

defined in many ways. Guidance is derived from its root word 'to guide'. To guide means to direct, pilot, manage or steer. They then defined guidance as the process of helping individual to understand himself and his world.

Ali, (2002:4) sees guidance and counselling as "services available to each student to facilitate his academic success in school, to help him better understand his strengths and limitations, to identify his interests, to aid him in his planning for attaining realistic goals". She further regarded it as a process of helping the individuals to be aware of their personal identity, perceive themselves in relation to environmental and interpersonal relationships such as attitudes. Guidance can thus help an individual to realise himself, his potentialities, attitudes, capabilities, interests, abilities, needs and aspirations in order to formulate his own goals and make adequate plans for realizing those goals. Guidance and counselling is the bedrock for achieving self-actualisation. It is a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals

Effective guidance and counselling services in schools cultivate in the students good attitudes and behaviour leading to fruitful life. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration and this leads to continuous academic failure (Rutondoki, 2000:63). The provision of guidance and counselling services in schools may help curb these problems. UNESCO (2002:1) states that "where there is no guidance and counselling, schools lose those children who are not able to cope with specific academic standards". Guidance and counselling service enhance students' performance, improve students' attitudinal determinants, reduce student dropout rates and prepare students for the world of work and life (Chireshe 2006:28). Border and Drury (1992) state that students who receive guidance and counselling services have shown significant increases in academic persistence and achievement, school attendance, classroom behaviour, better self-concepts and improved attitudes towards school work and peers. In the light of the above we can deduce that guidance and counselling affects formation of attitudes of students.

Various researches (Dikko, 2008, Bakori, 2008, Kagu, 2002 & Chall, 1975) have shown that academic achievement is linked with a number of variables. Such variables may include motivation, level of intelligence, and teachers' professionalism, self-concept, study habits, attitude to school and attitude to academic subject. There is no doubt that these factors constitute an integral part of educational success. Study habits are said to be "all the skills and techniques put together in devotion to acquire more knowledge"

(Dikko, 2008:113). James (1967) defines study habit as the practice or activity that will lead the students to master their studies. Kagu (2002) and Derek (1974) viewed study skills as instrumental to effective learning and subsequent higher academic performance. Study habits of the child definitely play an important role in his/her academic achievement. A number of empirical studies revealed that students study habit is related to mass failure. Abayomi (2008) in his study on factors responsible for effective study habits in secondary schools in Kebbi state finds out that some students perform woefully in examination not because they are intelligent but because of their eagerness to start writing examination without following the techniques for effective study habits. He recommended the development of study habits right from primary schools as this will give a more lasting effect and under use of study skills. Dikko (2008) in his study An analysis of different study habits and their effects on Academic performance of Pre-NCE students in Federal College of Education Katsina discovered that, there is significant relationship between students study habit and their academic performance. Similarly, Azeez (1989) in his studies found that poor study habits ranked high when compared with other factors responsible for poor academic performance among students. Attitude to school plays an important role in the development of the child's behaviour and thus in the academic achievement of the child. One can also see that the way a child views his school, his teachers and the school environment has significance in shaping academic achievement.

### **Statement of Problem**

In Nigeria the education sector has been in crises of both standard of quality and management. Students' indiscipline, students' attitude towards school, improper mode of dressing, the appalling physical structures, management facilities and infrastructures of the school as well as the poor quality of their products should invariably be a matter of concern for all at all times. What is presently desired is an urgent need for concrete plans and actions towards solving these perennial problems. The problem of falling standard of education, of mass failure at secondary' school certificate examinations among secondary school students must be tackled. These problems could be tackled through the provision of effective guidance and counselling services in the schools.

With the launching of the Universal Basic Education (U.B.E) in September, 1999 the government is ensuring the right to education of every citizen. The U.B.E. is supposed to encompass the entire primary as well as Junior Secondary Education for a

total of nine (9) years of formal education. Young Nigerians will enrol at about six years of age and emerge out of the school at the age of fifteen (15) years. Thus the children will be in school through their sensitive and formative years, the period when physical and intellectual development, sound societal values and religious and moral values will be taking firm roots in these children. By the time they emerged from the school they would already have established the patterns of their further academic and training pursuits and therefore their likely life careers. They would have been put into the mould which is hoped to turn them into honest and productive members of the society. It is therefore, in the light of the above that guidance and counselling is considered very important part of the educational process.

Literature shows that students in primary, secondary and tertiary institutions need guidance and counselling services. For instance Kolo (1992:14) mentioned that "many students fail examinations because they have personal, social or psychological problems and no reliable person in the school system to discuss such problems".

The most pressing issue in Nigeria today is mass failure in senior secondary school examination. This stem from lack of effective guidance and counselling, lack of effective study habits and negative attitude to school by students among other things. As a result of this the majority of our youths end up with results that may not get them admission to universities, because of improper combination of subjects. This probably happens because of lack of assessment of abilities, aptitudes, interests and personality for the proper selection of subjects that one can perform well. That is why this study sets to find out if there is significant relationship between guidance and counselling awareness study habits, and attitude to school and students' academic achievement.

The main thrust of this study therefore, is to examine the relationship between guidance and counselling awareness, study habit, attitude to school and academic performance of students in senior secondary schools in Sokoto metropolis. The basic objective of this study is to examine the relationship between Guidance and Counselling awareness, study habit, attitude to school and academic performance of students in Senior secondary schools in Sokoto metropolis.

### **Hypotheses**

This study tested the following null hypotheses:

1. There is no significant relationship between guidance and counselling awareness and study habits of students in senior secondary school in Sokoto metropolis.

2. There is no significant relationship between guidance and counselling awareness and students' attitude to school of students in senior secondary school in Sokoto metropolis.

There is no significant relationship between guidance and counselling awareness and academic performance of students in senior secondary schools in Sokoto metropolis.

3. There no significant relationship between study habits and academic performance of students in senior secondary schools in Sokoto metropolis

4. There is no significant relationship between attitude to school and academic performance of students in senior secondary school in Sokoto metropolis.

## **METHODOLOGY**

### **Research Design**

The research design used in this study was the correlational survey design. This is because the research is a correlational study which is a type of descriptive research that is concerned with determining the relationship between variables. Neuman (2000) and Robson (1995) observed that the correlational method is the most appropriate for obtaining factual data or attitudinal information or for research questions about self-reported beliefs, opinions, values, motives, ideas, habits, feelings, desires, characteristics and present or past behaviour. Since the present study sought to obtain data from senior secondary schools students, on their study habits, their attitude to school and academic achievement the correlational design is appropriate.

### **Population of the study**

The population for this study consisted of all senior secondary school two (SS11) students in Sokoto state metropolis. The number of senior secondary schools in the metropolis is nineteen (19) and they have a total population of eleven thousand eight hundred and thirty (11830) SS II students.

The sample for this study was drawn from six purposively selected senior secondary schools in Sokoto metropolis. The decision to select only six senior secondary schools was deliberate. In the selection of the subjects that participated this study, the simple random sampling technique was used.

A total of three hundred and eighty one (381) SSI 1 students were randomly selected from the selected secondary schools as the sample for this study. This is because according to Krejcie and Morgan (1971) three hundred and eighty one (381) should serve as sample for a population that is up to ten thousand (10,000).

### **Instrumentation**

The instruments used in this study were five sets of questionnaires namely:

1. Adopted Federal Ministry of Education Questionnaire, Attitude to School Scale (ATS")
2. Adopted Study Habits Inventory ("SHI") by Dikko (2008)
3. Guidance and Counselling Services Provision Rating Scale ("GCSPRS") constructed by Kolo (2000)
4. Self constructed Achievement Tests in English and Mathematics.

### **Validity of the Instruments**

Three out of the four aforementioned instruments had earlier validated by different experts and as such the current adopted the instruments as they were reported. For instance the Federal Ministry of Education Questionnaire on Attitude to School Scale (ATS) was validated by test experts from Nigerian Universities, the study habit inventory was validated by Dikko (2008), the Guidance and Counselling Services Rating Scale was validated by Kolo (2002) and the Academic achievement test validated by researcher.

### **Reliability of the Instruments**

The reliability of the three out of the four instruments was established by the originator of the instruments and the following results were obtained:- The reliability of the Ministry of Education Attitude to School Scale was established through test re-test between an interval of eight weeks and the reliability index was found to 0.72 at the first administration and 0.78 at the second administration. The reliability of Guidance and Counselling rating scale was established by Kolo (2002) using Pearson Product Moment Correlation statistics a reliability level of 0.88 and 0.86 was achieved with an interval of two weeks between first and second administration. The reliability of Study habit inventory was established by Dikko (2008). The instrument was administered to 20 students, 10 male and 10 females. The reliability of 0.72 and 0.74 were established after an interval of four weeks. The reliability of Academic Achievement test in English and Mathematics was established by the researcher through test re-test. Twenty students were selected randomly selected in two schools with the Sokoto metropolis. The Pearson Product Moment Correlation statistic was used to compute the result and a reliability of 0.68 and 0.66 was found after first and second administration between an interval of two weeks.

All the schools were visited by the researcher. Permission to administer the questionnaires was sought from the principals of these schools. The researcher

with the help of two research assistants and the class teachers administered the questionnaires. The two research assistants were trained before going to the schools.

The researcher read the questions and explained where necessary. The respondents were implored to give honest answers to the questions since they will remain anonymous. Respondents were assured of confidentiality. Each student was given a set of all the three questionnaires to fill. Out of the 381 questionnaires administered only three hundred and twenty five (325) students filled properly and returned the questionnaires.

### **Data Presentation and Analysis**

The data collected were analysed using the Pearson Product Moment Correlation Coefficient to test the 5 null hypotheses. Pearson Product Moment Correlation Coefficient is used because it is very fast and suitable for the type of data obtained.

To retain or reject hypotheses, an alpha level of 0.05 was set.

**Hypotheses 1:** There is no significant relationship between guidance and counselling awareness and study habits of students in senior secondary school in Sokoto metropolis.

**Table 1.1 Analysis of the relationship between Students' Study Habits and Guidance and Counselling, awareness.**

Variables	No	Mean	SD	r-cal	r-crit	Remark
Study Habits	325	61.378	27.727	0.676	0.345	<b>Rejected</b>
Guidance & Counselling awareness	325	47.489	20.218			

From the table above the correlation index of r-cal stands at 0.676 while r-crit stands at 0.345. The high value suggests that the degree of relationship between scores from guidance and counselling and those of study habits is significantly high. The positive value of the r-cal coefficient is an indication that the two variables are positively related, that is the nature of movement between the variables is direct. The value also indicates fairly strong degree of correlation between the two variables under study. While the high value of correlation coefficient remains very important.

In view of the above, the null hypothesis was hereby rejected. This meant there is significant relationship between guidance and counselling awareness and students' study habits.

**Hypothesis 2:** There is no significant relationship between guidance and counselling awareness and students' attitude to school.



**Table 1.2 Analysis of the relationship between Attitude to School and Guidance and Counselling.**

Variables	No	Mean	SD	r-cal	r-crit	Remark
Attitude to school	325	58.465	24.143	0.690	0.346	Rejected
Guidance & Counselling awareness	325	47.489	20.218			

From table above we can see that the correlation coefficient between scores on attitude to school and those of guidance and counselling is both significant and positive. The value of the r-cal stands at 0.690 while r-crit stands at 0.346. This indicates a strong and positive relationship between the variables. This discovery also leads us to reject null hypothesis therefore, there is significant relationship between guidance and counselling and attitude to school.

**Hypothesis 3:** There is no significant relationship between guidance and counselling awareness and students' academic achievement.

**Table 1.3 Analysis of the relationship between Academic Achievement and Guidance and Counselling, awareness.**

Variables	No	Mean	SD	r-cal	r-crit	Remark
Academic Achievement	325	48.751	20.52	0.794	0.326	Rejected
Guidance & Counselling awareness	325	47.489	20.218			

From table above, the value of correlation coefficient is of their r-cal is 0.791 while the r-crit is 0.326. As can be seen the r-cal is high which indicates relationship, the null hypothesis is hereby rejected. Meaning there is significant relationship between academic achievement and guidance and counselling awareness.

**Hypothesis 4:** There is no significant relationship between students' academic achievement and students' study habits.

**Table 1.4: Analysis of the relationship between Academic Achievement and study habits.**

Variables	No	Mean	SD	r-cal	r-crit	Remark
Academic Achievement	325	48.751	20.520	0.702	0.428	Rejected
Study Habits	325	61.378	27.727			

From table above it can be seen that the r-cal is positive and stands at 0.702 while r-crit stands as 0.428. Following this finding, the correlation coefficient is high, thus there is significant relationship between students academic achievement and their study habits. Therefore, the hypotheses is rejected null hypothesis that says there is no

significant relationship between academic achievement and study habits. In other words relationship exists between students' academic achievement and students' study habits.

**Hypothesis 5:** There is no significant relationship between academic achievement and students' attitude to school.

**Table 1.5: Analysis of the relationship between Academic Achievement and Attitude to school**

<b>Variables</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>	<b>r-cal</b>	<b>r-crit</b>	<b>Remark</b>
<b>Academic Achievement</b>	325	48.751	20.520	0.706	0.428	<b>Rejected</b>
<b>Attitude to School</b>	325	58.465	24.143			

From the table above r-cal 0.706 and r-crit is 0.428, the findings indicates that the r-cal is high and positive therefore the null hypothesis is rejected. La other words there is significant relationship between academic achievement and attitude to school.

**Findings:**

The major findings of the study are:

1. There was significant relationship between guidance and counselling awareness and students' study habits.
2. There was significant relationship between guidance and counselling awareness and attitude to school
3. There was no significant relationship between guidance and counselling awareness and students' academic achievements
4. There was significant relationship between students' study habits and students' academic achievement
5. There was significant relationship between students academic achievement and attitude to school

**DISCUSSION, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS**

**Discussion**

The findings in this study indicated that there was significant relationship between guidance and counselling awareness and study habits. In other words the provision of guidance and counselling in these schools has made the students to develop effective study habits. This can be seen from the analysis of hypothesis one. Therefore guidance and counselling if well planned, guided and effectively provided has the capacity of improving

the study habits of students. This finding is in line with Dikko (2008) who discovered that students study habit have significant relationship with guidance and counselling.

From the result of the findings of hypothesis two, it was observed that significant relationship exist between guidance and counselling and student attitude. This study also observed that there is significant relationship between guidance and counselling and students' attitude to school. This can further be seen from the result of the analysis of hypothesis three. This indicated that the provision of guidance and counselling in these schools has made the students to develop positive attitude towards the school. This is in agreement with Ali (2002) who states that guidance and counselling is considered an important part of the educational process as it enables the student to adjust better and fit in the school system. When a child adjust well in school and is assisted in finding his way around the complicated curriculum, he will definitely develop positive attitude towards the school.

It was observed from the analysis of hypothesis four that there is a positive relationship Between guidance and counselling and students' academic achievement. This means that the educational information on their ability, aptitude and interest they get through guidance and counselling awareness adds knowledge to improve their performance. Lapan. Gysbers and Sun (1997) also concur with this finding when they state that schools with fully implemented guidance and counselling had students who earned higher grades, hi relation to this finding also, Gerler (1985) found that underachieving students who received guidance and counselling improved significantly in their grades and self-rating scale of classroom behaviour.

The fifth hypothesis of no significant relationship between students academic achievement and their study habits was also rejected. That is to say there was significant relationship between students academic achievement and their own habits. In other words positive study habits improve students' academic achievement. This is in agreement with Azeez (1989) who in his study found out that poor study habits is responsible for poor academic performance among students. Similarly, Kagu (2002) emphasized that faulty or defective study habits is responsible for mass failure and examination malpractices in Nigeria. Sambo (2008) also agrees with this finding when he stated that students' academic problem include failure to learn how to study well. Abayomi (2008) is also in agreement with this finding as he states that students' poor study habits is related to mass failure. This study also discovered that there is significant relationship between students' academic achievement and parental expectation. The way children perceive their parental expectations towards them, greatly

influence their behavior because it leaves the deepest and most profound marks on the children's behavior and this leads to either positive or negative academic achievement depending on the parental influence.

The study also discovered that there is significant relationship between academic achievement and attitude to school. This means that when one has a positive attitude towards school he performs better academically and when he has a negative attitude towards school he performs poorly.

### **Conclusion**

From the findings of this study it is concluded that guidance and counselling has positive relationship with students' study habits, students' attitude to school and students' academic achievement. Guidance and counselling also assists students to overcome negative parental expectations. It is also concluded that students' study habits and students' attitude to school have significant relationship with their academic achievement. It is also concluded that students in secondary school needs guidance and counselling and that guidance and counselling in secondary schools should be provided by professionally qualified counsellors.

### **Recommendations**

Based on the findings of this study, the research makes the following recommendations: 1. Since guidance and counselling has significant relationship with students' study habits the Sokoto state government should employ qualified guidance counsellors and post one or two of such counsellors to each secondary school in the state.

2. The government should also monitor and supervise the efficiency with which the guidance and counselling services are rendered. They should give support to guidance and counselling in secondary schools by making available, facilities and equipments for effective functioning of the program in schools.

3. It was also found that guidance and counselling has significant relationship to students' attitude to school therefore, the principals should provide initial needs for the effective running guidance and counselling in their schools. This includes office space, time slots on the time-table during which students will be free from regular teaching-learning chores to seek guidance on individual or group basis.

4. Counsellors should know that students no matter what level of education they are, need to understand themselves, their individuality, their aptitude, attitudes and abilities to plan, decide and choose to succeed in life. They should provide relevant and useful materials. These materials should include information that is valid and accurate, which will assist the student in making choice and adjustment.

5. The counsellor needs to encourage the students to open up to them, so that they can help them especially those with negative parents. They should assist the students by guiding them to choose the right subjects. Left alone the students are prone to choose subjects without directly relating them to their interest, abilities and aptitude and without thinking of their future careers and subject that are pre-requisite for them.

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