Teachers' Perception of the Guidance and Counselling Needs of Secondary School Students in Delta and Edo States of Nigeria

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Abstract: *This study investigated the perception of teachers on the guidance and counselling needs of secondary school students in Delta and Edo states. Three research questions and three null hypotheses guided the study. The study adopted an ex-post facto research design and a sample of 1,921 teachers from Delta and Edo states were selected from a population of 19,205. The method of data collection used in the study is a questionnaire, which was properly validated by lecturers in Guidance and Counselling Department, Delta State University, Abraka and a reliability coefficient of 0.74 was obtained for the instrument using Cronbach alpha reliability coefficient. The data was analysed using mean and standard deviation for the research questions and independent samples t-test was used to test the hypotheses at 0.05 level of significance. The result revealed that the perception of teachers from Delta and Edo State on the guidance and counselling needs of secondary school students is high, with teachers from Delta state having a higher mean rating than teachers from Edo state. The result also revealed that there is no significant difference between male and female teachers on the guidance and counselling needs of secondary school students as well as a non-significant difference between teachers from urban and rural areas in their perception of the guidance and counselling needs of secondary school students. It was recommended among others that Teachers should collaborate with school guidance counsellors for the proper overall development of the students.*

Keywords: *Guidance and Counselling, Teachers, Secondary School Students, perception*

1. INTRODUCTION

Education in Nigeria is structured into primary and secondary education, with secondary education further structured into junior and senior secondary education. Senior secondary education is dominated by adolescents who are usually between the ages of 11-19. The adolescence period is a period of ups and down, often referred to as a period of "storm and stress". Individuals at this stage of development often experience fluctuating emotions. A lot of changes occur in their life during this period, not just the usual development-cum pubertal phenomenon, but at this time, the adolescent is faced with series of decisions; decision on the type of friends to keep, courses to study at the university, even how to survive the upcoming role of adulthood, how to relate with members of the opposite sex, their parents and other adult members of the community. Regis (2005) states that Adolescence is a period of making choices, especially concerning the future.

In order for the adolescent to cope with these challenges that life offer, there is need for the provision of appropriate information, the absence of which will open rooms for options. These options may not be for the total benefit of the individual. The role of the guidance counsellor at this stage cannot be over-emphasised. It is the duty of the guidance counsellor to equip students with information, skills and attitudes so that they can successfully negotiate the challenges of adolescence (Euvrard, 2007).

Apart from the school guidance counsellor, another person closer to the students in the school is the teacher. The importance of the teacher in the life of the students was reiterated by Flower (as cited in Asiyai 2016), when she states that the teacher is the one who translates policy into actions. Thus the importance of the teacher to the entire school guidance programme cannot be over-emphasised. In the words of Aluede and Egbochuku(2007), teachers serve as excellent referral sources for children in need of counselling services. This is because, the closeness of the teacher to the students puts him/her in a position where he/she will be able to observe the behaviour of the students and notice when these behaviours are going in the opposite direction. In view of the above, how the teacher perceive the

guidance and counselling needs of the students will have great impact on the entire school guidance programme. This is because, if teachers believe that a particular need require the presence of the school guidance counsellor, such a teacher will refer the student in question to the school guidance counsellor for appropriate guidance and counselling. On the other side of the coin, if teachers believe that such a need does not require the presence of the school guidance counsellor, his/her response will be on the reverse side. It is therefore incumbent on the part of the guidance counsellor, to on a regular basis engage in consultation with the school teacher. This is evidently importance because according to Bemak (as cited in Clark &Amatea, 2004), collaboration with teachers is essential to provide the best services for students with regard to their academic, career development, and social/emotional needs.

In spite of the importance of the teacher to the entire school guidance programme, there has been a major outcry on their alleged involvement. Often times, teachers are seen performing the role of the counsellor, even when a counsellor is available in the school, they do not refer students to the counsellors. Thus, they feel that they can perform the role of the Counsellor. Although, every member of the school community can synergize in bringing about the complete individual among the students, there are certain issues that only the counsellor as a professionally trained guidance personnel can handle. Hence, it is the duty of other members of the school community to refer appropriate cases to the guidance counsellor. No wonder Oye, Obi, Mohd and Bernice (2012) noted that teachers are not meant to take over the guidance and counselling responsibilities of the counsellor because they lack professional training. However, in a situation where the teacher takes over the responsibility of the school guidance counsellor, it will spell doom for the students, who are the main focus of any educational system. In line with the above, this study is therefore aimed to examine the guidance and counselling needs of secondary school students as perceived by teachers.

1.1. Research Questions

The following research questions guided the study:

- What is the guidance and counselling needs of secondary school students as perceived by school teachers?

- Is there any difference in the perception of male and female teachers of the guidance and counselling needs of the students?

- Is there any difference in the perception of teacher in urban and rural areas on the guidance and counselling needs of the students?

1.2. Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- There is no significant difference in the perception of teachers from Delta and Edo State of the guidance and counselling needs of the students

- There is no significant difference in the perception of male and female teachers of the guidance and counselling needs of the students

- There is no significant difference in the perception of teacher in urban and rural areas on the guidance and counselling needs of the students

2. METHODS

This study is an ex-post facto research design. All public secondary school teachers in Delta and Edo states constituted the population of the study. There are 14,745 teachers in Delta State and 4,460 in Edo State (Post Primary Education Boards, Asaba and Benin City, 2017), making a total of 19,205 as population for the study. Using simple random sampling techniques, a total of 1,475 teachers were selected from Delta State and 446 teachers from Edo state making a total of 1,921 teachers sampled for the study. A stratified sampling technique was used to stratify the teachers into male and female as well as urban and rural teachers. This figure constitute 10% of the entire population, which is appropriate for the study. The method of data collection used in the study is a structured questionnaire titled "Guidance and Counselling Needs of Secondary School Students as Perceived by Teachers"

(GCNSSSPT). Items in the questionnaire were structured on a 4-point Scale ranging from 4 for Strongly Agree to 1 for Strongly Disagree. It was validated by 3 experts in the Department of Guidance and Counselling, Delta State University, Abraka. In order to establish the reliability of the instrument, it was administered to 30 teachers in Bayelsa State and the data was analysed using cronbach alpha reliability and a coefficient of 0.74 was obtained. The questionnaire was personally administered to the respondents by the researcher herself with the help of 6 research assistants. The data was obtained in the field was analysed using mean, standard deviation and independent samples t-test. Mean and standard deviation were used to answer the research questions at 2.50 cut-off point while the independent samples t-test was used to test the hypotheses at 0.05 level of significance.

3. RESULT

3.1. Research Question1: What is the Guidance and Counselling Needs of Secondary School Students as Perceived by School Teachers in Delta and Edo States?

Table1. *Mean rating of the guidance and counselling needs of secondary school students as perceived by school teachers in Delta and Edo States*

S/N	Guidance and Counselling Needs of Secondary School Students	Edo				Delta			
		N	Mean	SD	Decision	N	Mean	SD	Decision
1	Assistance in making proper choice of courses	446	2.20	1.06	Low	1475	2.24	1.05	Low
2	Assistance in making proper choice of careers	446	2.53	1.06	High	1475	2.53	1.01	High
3	To help the students in vocational development	446	2.38	1.04	Low	1475	2.39	0.99	Low
4	To assist students in the development readiness for choices and changes to face new challenges	446	2.39	1.05	Low	1475	2.57	1.01	High
5	To help in the total development of the student	446	2.03	0.95	Low	1475	2.18	1.01	Low
6	To minimize the mismatching between education and employment and help in the efficient use of manpower.	446	2.30	0.99	Low	1475	2.43	0.99	Low
7	To motivate the youth for self-employment	446	2.49	1.08	Low	1475	2.49	1.05	Low
8	To help newly admitted students to establish proper identity	446	2.61	1.02	High	1475	2.56	1.00	High
9	To identify and motivate the students from weaker sections of society	446	2.43	1.02	Low	1475	2.42	1.00	Low
10	To help the students in their period of turmoil and confusion	446	2.26	1.07	Low	1475	2.35	1.02	Low
11	To help in checking wastage and stagnation	446	2.78	1.08	High	1475	3.07	0.94	High
12	To identify and help students in need of special help.	446	2.76	1.10	High	1475	3.07	0.92	High
13	To ensure the proper utilization of time spent outside the classrooms	446	2.77	1.09	High	1475	2.89	1.03	High
14	To help in tackling problems arising out of students population explosion	446	2.95	1.00	High	1475	3.01	1.01	High
15	To make up for the deficiencies of home	446	2.88	1.02	High	1475	2.99	0.99	High
16	To minimize the incidence of indiscipline	446	2.66	1.02	High	1475	2.74	1.07	High
17	To guide students into areas where jobs are available	446	2.71	1.05	High	1475	2.78	1.01	High
18	To help students cope with changes in the family and the society	446	2.64	1.04	High	1475	2.83	1.00	High
19	To provide information on the true conditions of the Nigerian economy and its ever changing labour market situation	446	2.71	1.04	High	1475	2.80	1.02	High
20	To guide students on appropriate choice of peers	446	2.66	1.12	High	1475	2.87	1.06	High

The result of table 1 has shown that majority of the teachers have high perception of the guidance and counselling needs of secondary school students. This is because most of the items are above the cut-off point of 2.50. This result is consistent among teachers in Delta and Edo states.

3.2. Research Question2: Is there a Difference in the Perception of Male and Female Teachers of the Guidance and Counselling Needs of the Students?

Table2. *Mean rating of the perception of male and female teachers of the guidance and counselling needs of the students*

Gender	N	Mean	SD
Male	869	2.62	0.45
Female	1052	2.65	0.44

From the result of table 2, the mean rating for male teachers is 2.62, while that of female teachers is 2.65, a slight difference of 0.03, which is not of statistical importance hence, there is no difference between male and female teachers of the guidance and counselling needs of the students.

3.3. Research Question3: Is there a Difference in the Perception of Teachers in Urban and Rural Areas on the Guidance and Counselling Needs of the Students?

Table3. *Mean rating of the perception of teachers in urban and rural areas on the guidance and counselling needs of the students*

Location	N	Mean	SD
Urban	1016	2.63	0.45
Rural	905	2.65	0.44

Table 3 shows that the mean rating for teachers from urban area is 2.63 while that of teachers from rural area is 2.65, with a slight difference of 0.02. This means that there is no difference in the perception of teachers in urban and rural areas on the guidance and counselling needs of the students.

3.4. Hypothesis1: There is no Significant Difference in the Perception of Teachers from Delta and Edo State of the Guidance and Counselling Needs of the Students

Table4. *Analysis of the difference in the perception of teachers from Delta and Edo State of the guidance and counselling needs of the students*

State	N	Mean	SD	T	P	Decision
Edo	446	2.56	0.48	4.28	0.00	Significant
Delta	1475	2.66	0.43			

From the result of table 4, t = 4.28, P<0.05. Hence the null hypothesis is rejected. This means that there a significant difference in the perception of teachers from Delta and Edo State of the guidance and counselling needs of the students in favour of teachers from Delta State.

3.5. Hypothesis2: There is no Significant Difference in the Perception of Male and Female Teachers of the Guidance and Counselling Needs of the Students

Table5. *Analysis of the difference in the perception of male and female teachers of the guidance and counselling needs of the students*

Gender	N	Mean	SD	t	P	Decision
Male	869	2.62	0.45	1.49	0.41	Not Significant
Female	1052	2.65	0.44			

Table 5 shows that t = 1.49, P>0.05. The null hypothesis is therefore accepted. This means that there is no significant difference in the perception of male and female teachers of the guidance and counselling needs of the students.

3.6. Hypothesis3: There is No Significant Difference in the Perception of teacher in Urban and Rural Areas on the Guidance and Counselling Needs of the Students

Table6. *Analysis of the difference in the perception of teacher in urban and rural areas on the guidance and counselling needs of the students*

Location	N	Mean	SD	t	P	Decision
Urban	1016	2.63	0.45	0.91	0.36	Not Significant
Rural	905	2.65	0.44			

From the result of table 6, t = 0.91, P>0.05, hence, the null hypothesis is accepted, an indication that there is no significant difference in the perception of teacher in urban and rural areas on the guidance and counselling needs of the students.

4. DISCUSSION

The result of this study has shown that teachers from Delta and Edo States have a high perception of the guidance and counselling needs of secondary school students, however, the teachers from Delta State perceived it more than teachers from Edo state.This study is consistence with the finding of Abdul and Sumangala (2015), who in their study on the perception of teachers on the counselling needs of higher secondary school students of Kerala found that teachers perceived the counselling needs of secondary school students to be high. The study revealed that there is no significant difference in the perception of male and female teachers of the guidance and counselling needs of the students. These findings also agreed with Abdul and Sumangala (2015), who found no significant difference in male and female teachers in their perception of the counselling needs of secondary school students. By implication, teachers will perceive the guidance and counselling needs of secondary school students the same way irrespective of their gender. The study also revealed that there is no significant difference in the perception of teachers in urban and rural areas on the guidance and counselling needs of the students. The study has also shown that irrespective of location, teachers will perceive the guidance and counselling needs of secondary school students.

5. CONCLUSION/RECOMMENDATION

The result of the present study has shown that the perception of teachers from Delta and Edo States on the guidance and counselling needs of secondary school students is high to a large extent. The result also shown that gender and location has no role to play in the perception of the teachers. It is therefore recommended that teachers should as matter of necessity refer cases that need the attention of the school guidance counsellor for proper resolution. Teachers should collaborate with school guidance counsellors for the proper overall development of the students. Counsellors should also consult with the teachers and other members of the school personnel, so that appropriate information can be shared as regard the development and behaviour of the students.

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APPENDIX I

RELIABILITY OUTPUT

Reliability

 /VARIABLES=GCN1 GCN2 GCN3 GCN4 GCN5 GCN6 GCN7 GCN8 GCN9 GCN10 GCN11 GCN12 GCN13 GCN14 GCN15 GCN16 GCN17 GCN18 GCN19 GCN20

 /SCALE('Guidance and Counselling Needs of Secondary School Students') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE CORR

 /SUMMARY=TOTAL.

Reliability

Scale: Guidance and Counselling Needs of Secondary School Students

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.743	.737	20

Item Statistics

	Mean	Std. Deviation	N
GCN1	1.70	.877	30
GCN2	1.90	1.029	30
GCN3	2.73	.980	30
GCN4	2.37	.928	30
GCN5	1.80	.805	30
GCN6	2.27	1.015	30
GCN7	3.33	.959	30
GCN8	3.50	.731	30
GCN9	2.83	.747	30
GCN10	1.53	.681	30
GCN11	2.23	.935	30
GCN12	2.17	.834	30
GCN13	2.13	.860	30
GCN14	2.57	.971	30
GCN15	2.80	1.031	30
GCN16	2.10	.885	30
GCN17	2.67	.884	30
GCN18	2.47	1.042	30
GCN19	2.50	.861	30
GCN20	1.90	.923	30

Inter-Item Correlation Matrix

	GCN1	GCN2	GCN3	GCN4	GCN5	GCN6	GCN7	GCN8
GCN1	1.000	.501	.185	.437	.205	.519	-.123	-.134
GCN2	.501	1.000	.178	.184	.058	.390	.035	-.069
GCN3	.185	.178	1.000	.377	.192	.386	-.012	.289
GCN4	.437	.184	.377	1.000	-.083	.625	.090	-.127
GCN5	.205	.058	.192	-.083	1.000	-.059	-.223	.059
GCN6	.519	.390	.386	.625	-.059	1.000	.083	-.093
GCN7	-.123	.035	-.012	.090	-.223	.083	1.000	.590
GCN8	-.134	-.069	.289	-.127	.059	-.093	.590	1.000
GCN9	-.079	-.067	.267	-.257	.115	-.258	-.161	.158
GCN10	.392	.177	-.038	.225	.264	.136	-.229	-.415
GCN11	.214	-.190	.145	-.102	.110	-.031	.026	.126
GCN12	.307	.100	-.028	.230	.360	.068	.230	.085
GCN13	.101	.055	.248	.196	-.159	-.003	.028	.000
GCN14	.045	.197	-.126	.029	-.467	.121	.605	.121
GCN15	.084	-.150	.184	.188	-.382	.251	.070	-.046

GCN16	.173	-.178	-.127	.080	-.068	.238	.081	-.133
GCN17	.356	.227	.093	.196	.145	.372	.014	.160
GCN18	.649	-.019	.160	.174	.156	.172	-.265	-.181
GCN19	.388	.058	.082	-.022	.050	-.079	.084	.137
GCN20	.345	-.084	-.145	-.117	.065	-.007	-.117	-.230

Inter-Item Correlation Matrix

	GCN9	GCN10	GCN11	GCN12	GCN13	GCN14	GCN15	GCN16
GCN1	-.079	.392	.214	.307	.101	.045	.084	.173
GCN2	-.067	.177	-.190	.100	.055	.197	-.150	-.178
GCN3	.267	-.038	.145	-.028	.248	-.126	.184	-.127
GCN4	-.257	.225	-.102	.230	.196	.029	.188	.080
GCN5	.115	.264	.110	.360	-.159	-.467	-.382	-.068
GCN6	-.258	.136	-.031	.068	-.003	.121	.251	.238
GCN7	-.161	-.229	.026	.230	.028	.605	.070	.081
GCN8	.158	-.415	.126	.085	.000	.121	-.046	-.133
GCN9	1.000	-.023	.255	-.175	.251	-.008	.359	.078
GCN10	-.023	1.000	.231	.202	.110	-.056	.059	.194
GCN11	.255	.231	1.000	.346	.174	.153	.408	.304
GCN12	-.175	.202	.346	1.000	.208	.262	-.040	.070
GCN13	.251	.110	.174	.208	1.000	.402	.420	-.063
GCN14	-.008	-.056	.153	.262	.402	1.000	.393	.293
GCN15	.359	.059	.408	-.040	.420	.393	1.000	.552
GCN16	.078	.194	.304	.070	-.063	.293	.552	1.000
GCN17	-.035	.191	.264	.265	.106	.067	.303	.265
GCN18	.015	.366	.238	.106	.121	.002	.122	.284
GCN19	.027	.118	.193	.120	.093	.268	-.039	.339
GCN20	-.025	.526	.467	.157	-.113	.104	.268	.477

Inter-Item Correlation Matrix

	GCN17	GCN18	GCN19	GCN20
GCN1	.356	.649	.388	.345
GCN2	.227	-.019	.058	-.084
GCN3	.093	.160	.082	-.145
GCN4	.196	.174	-.022	-.117
GCN5	.145	.156	.050	.065
GCN6	.372	.172	-.079	-.007
GCN7	.014	-.265	.084	-.117
GCN8	.160	-.181	.137	-.230
GCN9	-.035	.015	.027	-.025
GCN10	.191	.366	.118	.526
GCN11	.264	.238	.193	.467
GCN12	.265	.106	.120	.157
GCN13	.106	.121	.093	-.113
GCN14	.067	.002	.268	.104
GCN15	.303	.122	-.039	.268
GCN16	.265	.284	.339	.477
GCN17	1.000	.175	.136	.085
GCN18	.175	1.000	.730	.481
GCN19	.136	.730	1.000	.325
GCN20	.085	.481	.325	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GCN1	45.80	47.338	.618	.878	.708
GCN2	45.60	51.903	.176	.804	.744

GCN3	44.77	50.530	.293	.774	.734
GCN4	45.13	50.533	.316	.765	.732
GCN5	45.70	54.700	.019	.742	.752
GCN6	45.23	49.013	.389	.820	.725
GCN7	44.17	53.247	.100	.804	.749
GCN8	44.00	54.552	.045	.757	.749
GCN9	44.67	54.437	.052	.612	.749
GCN10	45.97	51.964	.320	.670	.733
GCN11	45.27	49.237	.416	.630	.724
GCN12	45.33	50.575	.362	.666	.729
GCN13	45.37	51.344	.283	.660	.734
GCN14	44.93	50.202	.321	.851	.731
GCN15	44.70	48.838	.394	.888	.725
GCN16	45.40	50.041	.379	.818	.727
GCN17	44.83	49.316	.441	.595	.722
GCN18	45.03	48.102	.442	.913	.720
GCN19	45.00	50.069	.391	.901	.726
GCN20	45.60	50.662	.309	.727	.732

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
47.50	55.569	7.454	20

APPENDIX II

STATISTICAL ANALYSIS

MEANS TABLES=GCN1 GCN2 GCN3 GCN4 GCN5 GCN6 GCN7 GCN8 GCN9 GCN10 GCN11 GCN12 GCN13 GCN14 GCN15 GCN16 GCN17 GCN18 GCN19 GCN20 BY State
 /CELLS=COUNT MEAN STDDEV.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Assistance in making proper choice of courses * State	1921	100.0%	0	0.0%	1921	100.0%
Assistance in making proper choice of careers * State	1921	100.0%	0	0.0%	1921	100.0%
To help the students in vocational development * State	1921	100.0%	0	0.0%	1921	100.0%
To assist students in the development readiness for choices and changes to face new challenges * State	1921	100.0%	0	0.0%	1921	100.0%
To help in the total development of the student * State	1921	100.0%	0	0.0%	1921	100.0%
To minimize the mismatching between education and employment and help in the efficient use of manpower. * State	1921	100.0%	0	0.0%	1921	100.0%
To motivate the youth for self-employment * State	1921	100.0%	0	0.0%	1921	100.0%
To help newly admitted students to establish proper identity * State	1921	100.0%	0	0.0%	1921	100.0%
To identify and motivate the students from weaker sections of society * State	1921	100.0%	0	0.0%	1921	100.0%
To help the students in their period of turmoil and confusion * State	1921	100.0%	0	0.0%	1921	100.0%
To help in checking wastage and stagnation * State	1921	100.0%	0	0.0%	1921	100.0%

To identify and help students in need of special help. * State	1921	100.0%	0	0.0%	1921	100.0%
To ensure the proper utilization of time spent outside the classrooms * State	1921	100.0%	0	0.0%	1921	100.0%
To help in tackling problems arising out of students population explosion * State	1921	100.0%	0	0.0%	1921	100.0%
To make up for the deficiencies of home * State	1921	100.0%	0	0.0%	1921	100.0%
To minimize the incidence of indiscipline * State	1921	100.0%	0	0.0%	1921	100.0%
To guide students into areas where jobs are available * State	1921	100.0%	0	0.0%	1921	100.0%
To help students cope with changes in the family and the society * State	1921	100.0%	0	0.0%	1921	100.0%
To provide information on the true conditions of the Nigerian economy and its ever changing labour market situation * State	1921	100.0%	0	0.0%	1921	100.0%
To guide students on appropriate choice of peers * State	1921	100.0%	0	0.0%	1921	100.0%

Report

	State								
	Edo			Delta			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Assistance in making proper choice of courses	446	2.20	1.060	1475	2.24	1.053	1921	2.23	1.054
Assistance in making proper choice of careers	446	2.53	1.055	1475	2.53	1.012	1921	2.53	1.022
To help the students in vocational development	446	2.38	1.044	1475	2.39	.989	1921	2.39	1.002
To assist students in the developme nt readiness for choices and change s to face new challenges	446	2.39	1.049	1475	2.57	1.005	1921	2.52	1.018
To help in the total development of the student	446	2.03	.949	1475	2.18	1.006	1921	2.14	.995
To minimize the mismatching between education and employment and help in the efficient use of manpower.	446	2.30	.992	1475	2.43	.994	1921	2.40	.995
To motivate the youth for self-employment	446	2.49	1.080	1475	2.49	1.050	1921	2.49	1.057
To help newly admitted students to establish proper identity	446	2.61	1.015	1475	2.56	.998	1921	2.57	1.002
To identify and motivate the students from weaker sections of society	446	2.43	1.021	1475	2.42	.999	1921	2.42	1.004
To help the students in their period of turmoil and confusion	446	2.26	1.065	1475	2.35	1.020	1921	2.33	1.031
To help in checking wastage and stagnation	446	2.78	1.080	1475	3.07	.939	1921	3.00	.981
To identify and help students in need of special help.	446	2.76	1.100	1475	3.07	.924	1921	3.00	.976
To ensure the proper utilization of time spent outside the classrooms	446	2.77	1.089	1475	2.89	1.034	1921	2.87	1.048
To help in tackling problems arising out of students population explosion	446	2.95	.999	1475	3.01	1.009	1921	3.00	1.006

To make up for the deficiencies of home	446	2.88	1.019	1475	2.99	.985	1921	2.96	.994
To minimize the incidence of indiscipline	446	2.66	1.018	1475	2.74	1.068	1921	2.72	1.057
To guide students into areas where jobs are available	446	2.71	1.046	1475	2.78	1.014	1921	2.77	1.022
To help students cope with changes in the family and the society	446	2.64	1.040	1475	2.83	.999	1921	2.78	1.011
To provide information on the true conditions of the Nigerian economy and its ever changing labour market situation	446	2.71	1.039	1475	2.80	1.020	1921	2.78	1.025
To guide students on appropriate choice of peers	446	2.66	1.118	1475	2.87	1.061	1921	2.82	1.077

T-TEST GROUPS=State(1 2)

 /MISSING=ANALYSIS

 /VARIABLES=Guidance_and_Counselling_Needs_of_Secondary_School_Students

 /CRITERIA=CI(.95).

T-Test

Group Statistics

	State	N	Mean	Std. Deviation	Std. Error Mean
Guidance and Counselling Needs of Secondary School Students	Edo	446	2.5576	.48398	.02292
	Delta	1475	2.6604	.43167	.01124

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	13.523	.000	-4.281
	Equal variances not assumed			-4.027

Independent Samples Test

		t- test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	1919	.000	-.10278
	Equal variances not assumed	673.075	.000	-.10278

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	.02401	-.14988	-.05569
	Equal variances not assumed	.02552	-.15290	-.05267

T-TEST GROUPS=Gender(1 2)

 /MISSING=ANALYSIS

 /VARIABLES=Guidance_and_Counselling_Needs_of_Secondary_School_Students

 /CRITERIA=CI(.95).

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Guidance and Counselling Needs of Secondary School Students	Male	869	2.6199	.45000	.01527
	Female	1052	2.6503	.44305	.01366

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	.677	.411	-1.490
	Equal variances not assumed			-1.488

Independent Samples Test

		t- test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	1919	.136	-.03048
	Equal variances not assumed	1840.171	.137	-.03048

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	.02045	-.07060	.00963
	Equal variances not assumed	.02048	-.07066	.00969

T-TEST GROUPS=Location(1 2)

/MISSING=ANALYSIS

/VARIABLES=Guidance_and_Counselling_Needs_of_Secondary_School_Students

/CRITERIA=CI(.95).

T-Test

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
Guidance and Counselling Needs of Secondary School Students	Urban	1016	2.6278	.45275	.01420
	Rural	905	2.6464	.43909	.01460

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	.103	.748	-.909
	Equal variances not assumed			-.911

Independent Samples Test

		t- test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	1919	.363	-.01855
	Equal variances not assumed	1905.172	.363	-.01855

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Guidance and Counselling Needs of Secondary School Students	Equal variances assumed	.02040	-.05856	.02147
	Equal variances not assumed	.02037	-.05849	.02139

AUTHORS' BIOGRAPHY

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