

Impactful Teaching Learning of Guidance and Counselling Programme In-Post Basic Education and Career Development in Post-Covid-19 Era in Nigeria

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Abstract

This paper looked at the impactful teaching and learning of Guidance and Counseling Programme in Post-Basic Education and Career Development (PBECD) in Post-COVID-19 Era in Nigeria. Secondary data were used in the paper. The data were collected from print and online publications. The paper concluded that teaching and learning of Guidance and Counseling Programme in Post-Basic Education and Career Development (PBECD) in Nigeria is faced with problems like; poor funding, shortage of trained Guidance and Counsellors and inadequate infrastructural facilities, lack of working tools, insecurity problem, poor supervision, teaching of large classes, negatives attitude of students towards Counselors, positive relationship between counsellors and school administrators, was disrupted as a result of lock down. The paper pointed out reasons for poor implementation of Guidance and Counselling Programme in Nigeria that includes; inadequate funding, shortage of ICT facilities, poor Computer literacy, unstable power supply, high cost of ICT facilities, inadequate ICT professionals to reposition Guidance and Counselling Services for Effective Service Delivery in Nigeria in Post-COVID-19 Era, it advanced the following: utilization of virtual guidance and counseling, increment in funding of Post-Basic Education and Career Development (PBECD) with priorities on Guidance and Counselling Programme. Provision of ICT facilities, instructional materials, effective supervision, capacity building programme and employment of more Counsellors.

Keywords: Teaching and Learning of Guidance and Counseling Programme, Post-COVID- 19

Introduction

The first human case of COVID 19, the disease caused by the novel corona virus causing COVID 19, subsequently named SARS-COV-2 was first reported by officials in Wuhan City, China in December, 2019. (World meter 2020; Igbokwe, 2021). Also, the confirmation of the spread of Covid-19 pandemic in Africa was on the 14th February, 2020. The first case was confirmed in Egypt while in Sub-Saharan Africa, the first case was confirmed in Nigeria. The imported cases that were identified were mostly arrivals from the United States of America and Europe, a instead of China where the virus was first heard of. There is fear that Africa with its underdeveloped health care systems may be under reporting the actual Cases and impact of Covid-19 in that continent (Igbokwe, 2021: Zafitsaran, Niaratiana, 2020) Like other affected countries of the world, Igbokwe, (2021) noted that Nigeria contacted the world-wide corona virus pandemic (Covid-19) which is caused by a severe acute respiratory Syndrome corona virus 2 (SARS-COV 2). The announcement of the first confirmed case was made on 27 February, 2020 when a positive test result was confirmed on an Italian Citizen in Lagos. On the 9th of March, 2020 another positive case of Covid-19 was reported in Ewekoro. Ogun State, this time a citizen of Nigeria who had contact with the index case, the Italian (Nigerian Centre for Disease Control 2020). Starting from that point, corona virus has continued to spread in all the states in Nigeria (Osagie 2020). Wikipedia (2020) and Ogunode (2020) asserted that the 2019-20 coronavirus pandemic has affected educational systems worldwide, leading to the widespread closures of schools and universities. As of 3 April 2020, over 421 million learners were out of school due to school closures in response to COVID-9.

In Nigeria, Ogunode (2021): Nasir. Khan (2020) and Narware (2020) submitted that COVID-19 outbreak all educational institutions across the country while specifically, Ogunode (2020) and Ogunode (2020a) identified Post-Basic Education and Career Development (PBECD) as affected by the 'pandemic close down and Jegede, (2020) conclude that school programme such as guidance and counseling programme was disrupted. Igbokwe, (2021) noted that COVID-19 outbreak in Nigeria led to major social problems which include human rights violation, child abandonment and abuse, armed robbery, homelessness, mental health, problems, divorce, and problems of single parenting. Nigerian lack of social well fare program intensified the gravity of

the COVID-19 crisis. These social problems can only be addressed with serious social welfare policy and counselling programme. Based on this submission, this paper is aimed to discuss impactful teaching and learning of Guidance and Counselling Programme in Post-Basic Education and C Career Development (PBECD) in Post-COVID-19 Era in Nigeria

Concept of Post-Basic Education and Career Development (PBECD)

Post-Basic Education and Career Development (PRECD) is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria, 2013).

The objectives of Post-Basic Education and Career Development (PBECD) are to: to provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; to offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; to provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; to provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; to develop and promote Nigerian languages, art and culture in the context of world's cultural heritage: to inspire students with a desire for self-improvement and achievement of excellence: to foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and to raise morally upright and well-adjusted individuals who can think independently and rationally, respect the Views and feelings of others and appreciate the dignity of labour (Federal Republic of Nigeria, 2013).

Guidance and counseling programme is one of the programme offered in the Nigerian Post-Basic Education and Career Development (PBECD) The Federal Government has inserted the need for guidance and counselling in our

schools in its National Policy on Education (2015). This has helped to make all the State Governments to establish guidance and counselling units in their Ministries of Education. This is as given the Post-Basic Education and Career Development (PBECD) the opportunities to offer Guidance and counselling programme (Suleiman, Olanrenwaju, & Suleiman, 2019).

Concept of Guidance Services

Guidance and counselling is a service that all human beings need at one point of their life. There is no human being that has never got a problem at one point or another. Once a problem arises, one seeks solutions, suggestions or even other people's opinions about the problem. In one way or another, one seeks for guidance and counselling services (Alutu, 2005; Garner, 2000; Suleiman, et al 2019). Guidance and counselling according to Adebukola (2015) is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. Akpan (2010), defined guidance and counselling as an educational service that seeks to provide the school child opportunity to obtain holistic educational development that prepares him/her for functional life. Ogunboyede, Dada and Oyewumi (2013), opined that, guidance comprises of the procedure and processes organized in order to achieve certain education and personal goals. John (2020), observed that (Guidance and counselling programmes are expected to supplement school instructional and administrative input into students, develop proper attitude to themselves, values, interests, moral beliefs and disciplines; also helps to promote in students, good sense of awareness, ability to acquire a good knowledge of the world of work, possibility of continuing education and ability to make realistic decision and promote human effectiveness. It is also expected to help in school administration, in creating a close and long lasting relationship between heads of schools, teachers, parents, and students, below:

Suleiman, et al (2019) Cited Busari (2012) who listed the following Guidance services

- i. **Essential Guidance Services in School:** Guidance and counselling in secondary education should focus on suggested counselling procedure by Busari (2012) as enumerated below:

- ii. **Appraisal Service:** Involves the use of psychometric instruments to gather data on individuals to enable both the counsellor and the individuals concerned to understand themselves. Using the appropriate appraisal procedure using the test or non-test techniques, the individual can be opened-up to him. He is thus in a better position to understand his strengths and weaknesses, and consequently can make more realistic and effective choices.
- iii. **Placement Service:** Refers to assistance given to an individual to make adjustment to the next stage of life development (Olayinka, 2012). In secondary school, student's placement may mean secondary adjustment in further education or adjustment in a job after secondary education. Placement therefore refers to the next steps, either in educational pursuit or in Vocational pursuit. Individuals need to be placed in educational or vocational field that relate to their interests, abilities and personalities.
- iv. **Referral Service:** This is the act of transferring an individual to another person or agency providing different kind of assistance. Referral is made for the purpose of specialized assistance. Many referrals occur simply because the problem is beyond the scope of the services provided.
- v. **Orientation Service:** This is provided to help students adjust better in any new environment.
- vi. Many new students feel lost socially and psychologically because they no longer enjoy the psychological Support of parents, friend and former teachers. Orientation service helps students to adjust during his critical transition period. The students are introduced to the physical plants, administrative setup, rules and regulations governing student conduct use of school facilities, teaching staff, and how the school guidance programme can serve their needs.
- vii. **Evaluation Service:** The entire guidance programme in the school is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. Unlike the other guidance services, evaluation is not a direct service to the student but to the entire guidance programme.-

- viii. **Counseling Service:** Is a personalized dialogue or interview between the counsellor and counselee or client during which the client seeks expert assistance from the counselor regarding the resolution of his problem. The Counselling service is personalized in the sense that usually, the client has a personal problem which requires privacy and confidentiality for discussion with a help expert. Such concerns may include emotional problems, family problems, sexual difficulties, marriage issues and other psychological problems (Hammed and Muraina, 2016). The Counselling service is the heart of guidance service and the most important central service of guidance.
- ix. **Information Service:** This aims at providing students with better knowledge of educational decisions. Such decision might include whether to go for further education or not, what institution to attend, what courses to offer, what elective to take, which social association to belong etc. The sources of information service include the local community, the national sources as well as source from outside the country.
- x. **Follow-up Service:** This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme. The ultimate goal of follow-up and evaluation is to improve the programme or make those adjustments that have been indicated by the beneficiaries of the programme as necessary. Individuals need to understand what is required in the situation they are placed. In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and school, how they are adjusting into their new environment. Follow-up service helps the staff to better understand and improve their curriculum and methods.

Problems Facing Teaching and Learning processes for sustaining Post-Basic Education and Career Development in Nigeria.

Some of the challenges facing the teaching and learning of guidance and counseling are as follows:

Inadequate Funding Inadequate funding is a major problem that hindered effective service delivering of Guidance and Counseling services in Nigerian Post-Basic Education and Career Development (PBECD), The funds allocated for the administration of Guidance and counselling services in Nigerian schools is not adequate. Guiding and Counseling services gets its funding from the Post- Basic Education and Career Development (PBECD) annual budget which have been by Ogunode (2020), as inadequate to successfully implement school programme. Ugwuoke (2020) and Adebukola, (2015), observed that lack of adequate funds is one of the major factors that has affected the effectiveness of guidance and counselling programme in Nigeria.

Counseling Association of Nigeria (CASSON) should enforce standard for how the office of a School counselor should look like. As an agent of curriculum implementation, should inform the federal government of the needs of school counsellors. Counsellors in some school are not recognized as professionals because of lack Shortage of Trained Guidance and Counsellors of adequate prefer to go to non-school setting for greener pastures.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities in department of Guidance and Career Development in Post-Basic Education and Career Development (PBECD) has affected the delivery of Guidance and Career Service. Ogunode & James (O021) defined school infrastructural loam as social capital within the school environment and they include ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive. magnetic, Screen and chalk, etc., ICT that is computer laboratories and services. network connectivity , multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. Owobamigbe, Ohunene, & Ogunode (2021) concluded that there are shortage of ICT facilities in Guidance and Career Development offices in majorities of Post-Basic Education and Career Development (PBECD).

Other problem facing teaching and learning of Guidance and Counselling Programme in Post-Basic Education and Career Development (PBECD) in Nigeria as identified by Ogunode & Owobamigbe (202 1) include inadequate funding, lack of working tools, inadequate infrastructural facilities, insecurity problem, poor supervision, teaching of large classes, negatives attitude of

students towards Counsellors, negative relationship between counsellors and school administrators, poor motivation and poor capacity development of Counsellors while Suleiman, Olanrenwaju, & Suleiman (2019) identified paucity of trained counsellors, inadequate funding, lack of Counselling Office/Room, relative newness of Guidance and Counselling in Nigeria, blurred role of the Guidance Counsellor, resistance by colleagues and principals, role/integrity of Counsellors, confidentiality and lack of commitment.

Guidance and Counselling Programme of Post-Basic Education and Career Development (PBECD) During COVID-19 Era

COVID-19 pandemic in Nigeria affected the entire educational institutions across the Disruption of teaching of guidance and Country according to (Ajeli, & Iloakasia 202 1). Disruption of teaching of guidance and counselling programme is another great impact of COVID-19 pandemic on the educational institutions across the country (Musa, 2021). The outbreak of COVID-19 pandemic which resulted to school closure affected the implementation of guidance and counselling programme in many educational institutions especially the public institutions. Majorities of the educational institutions do not have the adequate ICT infrastructural facilities to migrate to online or virtual learning (Ogunode and Aiyedun, 2020). Specifically, the outbreak of COVID-19 pandemic in Nigeria that led to school closure affected Guidance and Counselling teachers: Musa (2021) submitted that majorities of Guidance and Counselling teachers could not go to schools because of that lock down. Students of Guidance and Counselling programme were also affected. Many students in Nigerian educational institutions including Guidance and Counselling students could not go to school because of the lock down (Ajeli,et al 2021). The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020) is tracking the impact of the pandemic on education. As of March 30, they estimate that 87 percent of the world's students? That is 1.5 billion learners?-have been affected by school closures. The bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre- primary and tertiary education levels (United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020). The implementation of Guidance and Counselling programme was disrupted as a result of COVID-19 pandemic which led to lock down of schools

Reasons for Poor Implementation of Guidance and Counselling Programme After COVID-19 pandemic in Nigeria.

Poor implementation of guidance and counseling services in Nigerian schools are as follows:

Inadequate funding

Inadequate funding of Post- -Basic Education and Career Development (PBECD) in Nigeria affected the deployment of ICT during the COVID-19 era in the country. Many public educational institutions in Nigeria are underfunded. Principals were not having access to adequate funds for development of ICT facilities in schools. ICT facilities are not available in majorities of educational institutions due to poor funding. Oguno de (2021) disclosed that inadequate funding is a major problem facing the administration of public educational institutions in Nigeria. He went further to said the inability of the government to implement the UNESCO 20% recommendation for educational budget annually was among the factors responsible for the underdevelopment of Nigerian educational institutions. During the COVID-19 many public education institutions were unable to switch to virtual learning due to poor development of ICT infrastructural facilities which is associated with shortage of funding,

Shortage ICT Facilities

Inadequate ICT facilities in many Post-Basic Education and Career Development (PBECD) in Nigeria also prevented deployment of ICT for implementation of guidance and counselling programme and other academic services in the schools. Many educational institutions in the country do not have adequate ICT to support e-learning and e-teaching and e- researching (Olatunde-Aiyedun, *et al.*, 2021). Ogunode & Jegede (2021) submitted that many educational institutions in Nigeria do not have ICT facilities to implement teaching programme and teachers and students do not have access to functional ICT facilities to support their academic activities and learning. Ogunode *et al.* (2021) noted that problems hindering the adoption of ICT in the Nigerian educational institution include shortage of infrastructural facilities like hardware software, bandwidth access, lack of skilled manpower, unstable power supply and high cost of ICT:

Poor Computer Literacy

The poor literacy rate among Guidance and Counselling teachers and students also contributed to reasons why most schools in Nigeria do not adopt of ICT during the COVID-19 Era. Many Guidance and Counselling teachers and students in Nigerian Post-Basic Education and Career Development (PBECD) are not computer literate and to be able to use ICT they must master the various skills and ability of usage. Ogunode (2020) observed that the reasons why many schools are not using ICT for teaching and learning is that many of their students are not computer literate. Other problems as listed by (Ajeli et al 2021) include poor funding, unstable power supply, and high cost of ICT facilities, inadequate ICT professionals, and inadequate ICT infrastructural facilities in schools and poor implementation of ICT educational policies.

Repositioning Guidance and Counselling Services for Effective Service Delivery in Post- Basic Education and Career Development (PBECD) in Post-COVID-19 Era for Sustainable Education.

The following were suggested to reposition teaching and learning of Guidance and Counselling Services in Post-Basic Education and Career Development (PBECD); adequate funding Guidance and Counselling programme; provision of adequate Counselling materials; affective capacity building; employment of more Counselors and effective supervision Guidance and Counseling Programme.

Utilization of Virtual Guidance and Counselling

Virtual counseling, utilizing technology 4ike video conferencing, live chat, emal telephone, caters to clients' busy schedules. increased access to professional services, and affordability, providing additional opportunities for RSWs in private practice (Canadian Association of Social Workers [CASW], 2023). This approach to counseling can make counseling services flexible and sustainable in any global crisis in the future.

Adequate Funding of Guidance and Counselling Programmes

Government should increase funding of Post-Basic Education and Career Development (PBECD) wit priorities on Guidance and Counselling Programme. Adequate fund should be made available for implementation of Guidance and Counselling Programme in order to procure the necessary materials and human resources that will aid effective implementation of

Guidance and Counselling Programme in Post-Basic Education and Career Development (PBECD).

Provision of adequate infrastructural facilities

Government should provide adequate infrastructural ICT facilities in Post-Basic Education and Career Development (PBECD). There should be counsellor's office, staff offices. office furniture and counselling clinic adequately equip ICT facilities.

Provision of Adequate Counselling Materials

Government should provide adequate Counselling materials like psychological tests, play gadget, tape recorder, log book, record folder, in all Post-Basic Education and Career Development (PBECD) across the Country.

Effective Capacity Building

In order to ensure an impactful teaching and learning of guidance and service delivered in the Post-Basic education and Career Development (PBECD) in Nigeria, government need to embark on capacity building of Counsellors on ICT to enable them perform their duties Effectively. This can be done through regular training. induction programmes, seminars and workshops to equip them with necessary skills and keep them abreast of the current trend guidance and service.

Employment of More Counsellors

One of the ways of ensuring impactful teaching and learning of guidance and service in the Post-Basic Education and Career Development (PBECD) in Nigeria is to employ more professional Counsellors. Government should not sacrifice the merit and competence on the altar of political affiliation.

Effective Supervision of Guidance and Counseling Programme

The government should improve on the supervision of guidance and counseling programme in the Post-Basic Education and Career Development (PBECD). This will help to improve the quality of guidance and counseling services in the Post-Basic Education and Career Development (PBECD) across the country.

Conclusion

This paper examined the impactful teaching and learning of Guidance and Counselling Programme in Post-Basic Education and Career Development (PBECD) in Post-COVID-19 Era in Nigeria. The paper concluded that teaching and learning of Guidance and Counselling Programme in Post-Basic Education and Career Development (PBECD) in Nigeria is faced with problems like; poor funding, shortage of trained Guidance and Counsellors and inadequate infrastructural facilities, lack of working tools, insecurity problem. poor supervision, teaching of large classes, negatives attitude of students towards Counselors, negative relation counselors and school administrators, poor motivation and poor capacity develop Counsellors and the implementation of Guidance and Counselling Programme in Post-Dasi Education and Career Development (PBECD) during COVID-19 pandemic in Nigeria was disrupted as a result of lock down. The paper pointed out reasons for poor implementation of Guidance and Counselling Programme in Post-Basic Education and Career Development (PBECD) during COVID-19 pandemic in Nigeria to includes; inadequate funding, shortage ICT facilities, poor Computer literacy, unstable power supply, high cost of ICT facilities, inadequate ICT professionals, inadequate ICT infrastructural facilities in schools and poor implementation of ICT educational policies. To reposition Guidance and Counselling Services for Effective Service Delivery in Nigeria in Post-COVID-19 Era, the paper advanced the following: increment in funding of Post-Basic Education and Career Development (PBECD) wit priorities on Guidance and Counselling Programme. Provision of ICT facilities, instructional materials, effective supervision, capacity building programme and employment of more Counsellors.

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