



Student's Knowledge and Perception of the Role of Guidance Counsellor among Science Students in Senior Secondary School in Bonny Metropolis

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ABSTRACT

This study examined student's knowledge and perception of the role of guidance and counselor among science students in senior secondary school in Bonny Metropolis. To achieve the purpose of the study, the researcher formulated two (2) objectives of the study and research questions that guided the study. The study made use of descriptive survey design. The population of the study was 1,200 SS III Science students. The sample size of the study was 400 science SS III students. The instrument used for data collection was the raw score of the student's results and questionnaire. The data gathered were analyzed using statistical measures of simple percentage and frequency table. Based on the data analysis, the findings of the study revealed that some of the schools do not have qualified guidance and counselors and that the science students understand the relationship between their science subject and their choice of science related discipline. However, the study recommends that the leaders of the educational system of the government should go to leadership training courses so that they will be able to carry out their jobs with leadership skills, everybody that is the government educational board, school administrative officers', teachers and students should work together to build up students' academic and emotional intelligence in order to build the nation, in order for leaders to do their best at building up students who can build up this nation they need to look at the five levels of leadership.

Key Words: students, knowledge, perception, role, guidance and counselor, science students

INTRODUCTION

The thought of the project came into play when the researcher was working as the Head Mistress in a school located in Bonny Island, Rivers State with a population of about six hundred and ninety pupils and staff strength of twenty seven. While working in the school, I noticed several issues to mention a few broken homes, finical instability, teenage parenting, physical abuse, sexual abuse, emotional abuse all leading to psychological abuse which in turns defeats the purpose of why the pupils are in school.

A child in this state is difficult to manage by the teachers in the class because he/she has not been taught to handle such cases, because he/she does not have the professional ability in education which would have enabled him/her to handle any of such cases. The management of the school did not help matters at all it was more concerned about the monetary gain and not the development of the total child. The classrooms were packed with up to fifty pupils in the lower primary classes and one hundred pupils in the higher primary classes. The management's idea was that the more pupils in the class with one teacher the more smiles to the bank.

One must be wondering how the Head Mistress handles it. It was not an easy task, but I decided that if any thing worth while was going to be done, I will have to break my work down to three groups which are as follows most important (pupils), important (the teachers and the parents), and list important (the management). At this point you might be wondering why the management of the school will come down to the list important since this is a private school in which one man was the alpha and omega of the school. The reason is as follows going from the most important to the list important.

Concept of School Counsellor

Many authors have devoted time in defining guidance and counseling. Shertzter and Stone (2012) define guidance as a process of helping individuals to understand themselves and their world. This definition underpins the fact that guidance is an interrelated action that continues for a lifetime, aimed at achieving certain desirable goals. In this direction with guidance, the individuals will understand themselves, their strengths, weakness and those characteristics that make them unique with this understanding they interact better with themselves and the world around them.

Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (2019) see counselling as a professional relationship between a trained counsellor and a client. They also defined it to be a process whereby a person is helped in a face-to-face relationship while Makinde (2013) explained counselling as an enlightened process whereby people help others by encouraging their growth. Counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization.

Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students. Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading to achievement of desired life, Gibson, 2018. It is meant to equip the individual (student) with knowledge and techniques that will enable him or her to identify and find ways of anticipating and solving problems.

Counselling is the skilled and principled use of relationships that self-knowledge, emotional acceptance lead to personal growth. It is more concerned with addressing and resolving specific problems such as making decisions, coping with crises, working through Feelings and inner conflicts or improving relationships with others. It is a process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self-understanding.

Guidance and counselling is concerned with individuals' behavioral process. However the two terms can be looked at differently. Many authors have defined counselling differently though they all agreed on some basic facts. Kiriswa (2018), renowned counsellor defines counselling as an enabling process designed to help an individual come to terms with his or her life as it is, and ultimately reach a greater maturity through learning to take responsibility and to make informed decisions for self. Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. All these cannot be achieved without self-understanding and decision-making skills, which are not innate, but need to be developed. The need to address these challenges and to promote educational success and healthy life therefore, call for exposure to guidance and counselling programs by individuals/students.

Guidance and counselling is therefore designed to help individuals/students in their different problems and concerns, so that they grow up well-adjusted individuals capable not only of living productive lives, but are also prepared to contribute their quota to the development of their society. Gibson (2018) states that Guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. There are different aspects of guidance and counselling such as family guidance and counselling, marriage guidance and counselling and pastoral guidance and counselling among others. The researcher's concern however, is on school guidance and counselling. The focus of school guidance and counselling is on three major areas namely: educational, vocational, and personal-social. Educational guidance and counselling according to Ifelunni (2003), is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as study habit, examination techniques and how to choose subjects, among others. According to Ifelunni, the planning is such that they benefit from their schoolwork and hence able to progress to the next level of schooling. Ifelunni (2013) also view vocational counselling as aiming to assist a person match his personal attributes and his background with suitable jobs and employment opportunities. Personal-social counseling according to Ifelunni (2003), takes care of the problems of the students that may not be educational or vocational such as boy- girl relationship, leisure time activities, personal appearance, social skills, home and family relationship, among others.

Guidance is the purposeful direction of the growth of an individual in his five worlds. These five worlds in which individuals live are the physical, mental, social, emotional and psychological worlds which lead to how a person perceives the world. According to Denga (2010), guidance aims at, maximizing the intellectual potentials of the students so that they may live up as learners of subject matter.

In a more elaborate definition, Peters and Farewell (2012) state that it is the assistance given to pupils individually and through group techniques to help them function more effectively in their school progress. Educational guidance assists pupils to know and to act in terms of their present and future educational needs and opportunities. At the Senior Secondary level, the role of the counsellor as Unachukwu (2011) puts it is that the students should be properly channeled to their interests, aptitudes and abilities, and proper adjustments among their colleagues.

In this regard, the students should be made aware by the counsellor, of the courses available in the tertiary institutions and the importance and relevance of all the subjects they will come across. They should also know the minimum qualifications required for the courses in the tertiary institutions and the ambition to undertake a particular course guided by the school counsellor. In totality at this level as Anagbogu (2012) rightly puts it: Counselling should aid the students to clarify what preparations are needed for their future careers and in addition to that, provide them with programmes which would help them come in contact with the world of work. In all levels of education as Akinboye (2013) succinctly states, the role of counsellors is to effectively utilize all the basic counselling principles to support their learner to overcome their development and maturational problems including guidance and counselling so that the learners can make better decision on personal, social, educational, career and family marital issues. These definitions underline the fact that guidance aims at helping, aiding, directing or assisting an individual towards better understanding of himself and his world which leads to adjustment of the individuals. Based on these definitions, it shows that guidance is a part of counseling. As Amadi (2012) explains, the purpose of counselling reflects training value system, perceptions of role and the needs of the individual being helped. Shertzer and Stone (2012) point out the fundamental goals of counselling is to effect change in behaviour, so that the recipient may live a more productive and self-satisfying life.

Counselling therefore, aims at assisting the individual to explore and understand himself. This shows that the definition of counselling is implicit in what it aims at achieving for the person counseled. Makinde (2013) in his own definition states that it is a service designed to help an individual analyze himself by relating his capabilities, achievements, interest and made of adjustment to what new decision he has made or has to make. He went further to say that counselling is designed to provide an interacting relationship where the counsellor is attempting to help the counselee to better understand himself in relating to his present and future decisions or problems.

Infact, as Amadi (2012) points out, counselling is also defined as a learning process by which the client or counselee is helped by the counsellor to behave in a more rewarding or satisfying manner. Ipaye (2013) also regards counselling as concerned with creating opportunities and suitable environments for personal social, educational and vocational growth of the individual. Though guidance and counselling are not synonymous, they are similar in the sense that they have as their basis a relationship that aims at assisting the individual in attaining self-direction. While guidance is a broad term usually applied to a total school programme of activities and services geared towards assisting student's .to make and carry out adequate plans and to achieve satisfactory adjustment in life, counselling is usually regarded as a part of guidance services. As Shetzer and Stone (2012) explain, both guidance and counselling usually deals with situational and environmental conditions. Both guidance and counselling stress rational planning problem solving and support in the face of situational problem.

The Role of Counsellors in Secondary Schools

Following the rapid changes in our society which has affected educational development, the role of counsellors has become manifest in our school system. This has become ever more pronounced with the 6-3-3-4 system. As Amadi (2012) puts it, during the first three years of secondary school career every student is expected to carry all the subjects in the school curricular. This is irrespective of individual differences in ability, background, experience, social status, maturation, motivation, interest, attitudes, aptitudes etc.

Consequently there is continuous assessment that constantly reminds them that they are lacking in some areas. This type of situation creates frustration and feeling of inadequacy in these students who are affected and hence the need for guidance and counseling. Also hinting on the importance of guidance and counselling in schools, Fafunwa (2010) states that guidance and counseling, particularly at the junior secondary school level, would play an important role in the education and social growth of individuals. While Awokeye (2013) stated that the purpose of the 6-3-3-4 system of education would not be achieved without academic and career guidance and counselling especially in junior secondary schools. As Oladele (2013) observes that guidance services are professional and to individuals and small groups in dealing with common personal, educational and vocational needs and problems.

These services as put by Amadi (2012) include:

- a) Orientation services
- b) Placement services
- c) Information services
- d) Counselling services
- e) Research and follow-up services
- f) In-service programme
- g) Appraisal services.
- h) Evaluation services
- i) Public relations services

The Counsellor and the Student

In order to look into the counsellor and the student one has to look into incorporating guidance into classroom work. This is very important because guidance in the classroom is the relationship between the teacher and the students which enhances an understanding relationship between the student and the counsellor. Incorporating guidance in the classroom work requires that the teacher be sensitive to the moods and feeling of his/her students so that he/she can help the students to have personal development through the teaching and inter action in the classroom.

Incorporating guidance in the classroom work means the teacher must be able to strengthen positive attitudes and behaviour. He/She must know what and how children learn in order to know the different teaching methodology to use along with the various teaching aid that can captivate the children's attention so that learning can take place.

There are steps to follow to ensure that guidance is incorporated smoothly into the classroom work. Below are the lists of steps to follow.

1. Meaningful task within the students' capacity must be given.
2. Always make sure to emphasise the positive attitudes and behaviour.

3. Detect and remove difficulties or unfavourable conditions.
4. Help the students' correct and cope with difficulties.
5. Provide opportunities for pupils to discover and develop their special interest and abilities, to satisfy their natural curiosity and to express genuine creativity.
6. Develop good study habits and an appreciation of constructive work well done.
7. Develop a sense of social responsibility.

Guidance and Counselling Services

Essentially guidance services are the steps taken by the school to make available guidance services to students which cover the following areas:

1. Appraisal Service

Appraisal Service involves collecting, organising, and interpreting information or data about the pupils for the purpose of understanding them and also assisting them to understand themselves much better. The information about the pupils is usually collected through interviews and written reports from parents, other teachers and the use of psychological tests. The appraisal service is also concerned with academics, personal and social development of the students; planning and the achievement of personal goals.

2. Information Service

This information system is designed to provide students with a greater knowledge of educational, vocational and personal – social opportunities so that they may make better informed choices and decisions about their educational and vocational plans. The students can obtain educational and occupational information through the following ways:

- Ask questions from people about the information required.
- Have discussion with various people who have the information about what you need to know.
- Writing letters to people and places for information
- Visiting institutions or business houses near you to see things for yourself and to hold discussion with the authorities concerned.
- Reading handbooks, posters, advertisements and certain regular columns in the National Newspapers and Magazines
- Listen to news on the radio and the television news stations

3. Counselling Service

The meaning of counselling has been previously explained while counselling service goes into the depth of the relationship between the counsellor and the student. In order for counselling service to be properly incorporated in school and function for the benefits of the students it must be divided into three major counselling services which are as follows.

- Vocational Counselling
- Academic Counselling
- Personal Counselling

Vocational Counselling

Vocational counselling is a systematic study of each school – leaver with a view to suggesting possible careers or jobs. The aim of vocational counselling is to help young people to come to a clearer realisation of their aptitudes, attainments, interests, dispositions and circumstances in the light of occupational demands. The objective is at the end of counselling match the intellectual, educational and personality characteristics known to determine success in particular careers and jobs.

Academic Counselling

Academic counselling searches for gifted and talented students early enough to plan for their educational progress so as to identify the different types of students for various roles of educational processes. The screening and placement of pupils of age 12 years into Junior Secondary and Senior Secondary is one of the important tasks of school counsellor. The aim of academic counselling is to assist the students to make the most of their educational opportunities. This means the students are educated towards becoming a cultivated individual and at the same time preparing him for participation in a life activity which will be socially useful and personally satisfying.

Personal Counselling

Heading off to secondary school and university as a young boy or girl is a dramatic change. The change brings in a lot of demands and expectations which must be learnt and assimilated. Some students may worry about conditions at home, others experience sexual problems, some cannot concentrate properly, lose their appetite and several other issues which requires an expert's point of view.

Socially, some students tend to become maladjusted; they may experience interpersonal adjustment problems with room – mates, fellow students and lectures. The situation they find themselves may cause them to lose confidence in their own abilities, no sense of personal values, become tense, introverted and emotional – conditions which of course are all detrimental to academic achievement. The three major counselling services work together with the teachers to enhance the development of the students by helping them to select and utilise opportunities within the school and outside the labour market.

Statement of the problem

Considering the advancement of technology in Nigeria, it is therefore a great concern to find that there are fewer students in the science department, applied sciences, social sciences and other science related disciplines. Junior Secondary School students upon the completion of their JSS examinations tend to move towards the arts subjects because of the experience they all had in their Junior Secondary School science subjects. The Nigerian educational system which is designed to make sure that any person who wants an education should be able to get one, is a bit downhill. One can almost assume that in every ten teachers you will find about eight arts, social arts and just about two sciences teachers.

For instance in a public school you will find about two Mathematics teachers teaching properly Further or Applied Mathematics and sometimes because of the relative shortage of science teachers you will find one Physics teacher with no Chemistry teacher. The students do not have interest because the teachers are not able to impact the students to grasp the subject matter so both the students and the teachers come out relatively confused and frustrated. It would have been helpful at this point if a guidance counsellor is available in the school to help both the teachers and the students to make the most out of what they have instead of turning it into a difficult situation that allows the students to make the decision not to go further into the science class in their senior secondary classes in the school.

Looking into what is at hand the researcher is aimed at knowing student's knowledge and perception of the role of guidance and counselor among science students in senior secondary school in Bonny Metropolis.

Purpose of study

The main purpose of the study is to examine student's knowledge and perception of the role of guidance and counselor among science students in senior secondary school in Bonny Metropolis. The specific objectives to:

1. Find out if the science students' have had any form of counselling relating to their academic disciplines.
2. Find out the role of guidance counsellor as related to science students educational performance.

Research questions

The research work shall attempt to answer the following questions:

1. Have science students had any form of counselling relating to their academic disciplines?
2. What are the roles of guidance counsellor as related to science students' educational performance?

Hypotheses

The following hypotheses guided the study:

1. There is no significant difference in the mean ratings of the male and female students on having science students had any form of counselling relating to their academic disciplines
2. There is no significant difference in the mean ratings of the male and female students on the roles of guidance counsellor as related to science students' educational performance.

METHODOLOGY

The research study is a descriptive survey design and covers Bonny Local Government Area of Rivers State. The population size of the study was 1,200 SS III students of the schools in the study area. Out of the six secondary schools in Bonny Island under study, three were randomly selected based on the fact that they are government schools and are registered by the government for senior secondary school certificate examination. The sample size of the study consists of four hundred (400) senior secondary science (SSS III) science students. This was made after several trips were made to the project area. However, in order to ensure representativeness and reliability of instruments, several trips were made to the research areas. The data analysed were collected from the Vice Principal Academic of the various schools chosen for the case study. With the help of the administrative department of the various sampling schools the questionnaires were administered to the science (SSS III) students. The questionnaires were all answered and collected promptly. The data gathered were analysed using simple percentage statistical measures.

RESULTS

Research Question 1: Have science students had any form of counselling relating to their academic disciplines?

Table 2: Simple percentage analysis on science students any form of counselling relating to their academic disciplines

S/No	Questions	Yes	No
1.	Is your science lab equipped with the necessary equipment needed for students experiment?	33.3%	66.6%
2.	Is there financial assistance for the students to carry out experiment as when required by their teachers?	0%	100%
3.	Are the science lab buildings up to standard to occupy a set number of students for their experiments?	83.3%	16.6%
4.	Do you have lab technicians who work to set up the lab with the teachers during any of their practical lessons?	0%	100%
5.	Does the school have a full time guidance counsellor?	16.6%	83.3%
6.	Do you feel the science students in the school understand what subject combination they need for future science related discipline?	83.3%	16.6%
7.	Can a guidance counsellor in the school help the students cope with their academic and emotional intelligence?	100%	0%
8.	Do you think the role of a guidance counsellor can help the students in the area of their future career choices?	100%	0%
9.	Do you think that the science students in your school understand the knowledge and perception of the role of a guidance counsellor as it relates to science disciplines?	16.6%	83.3%

Table reveals that 33.3% of the schools according to the administrative respondent have lab equipment for the students to carry out experiments while 66.6% do not have lab equipments for experiments as when needed. It was also noticed from the analysis that 100% of the schools do not have any financial assistance from the government for their science classes even though they are government owned schools. The study indicated that 83.3% of the schools have good science lab buildings that can cater for the number of science students in the school during their practical classes while 16.6% do not have good science labs to carry out their science practical. The study showed that 100% of the administrative respondent states that the schools do not have a qualified lab technician that can help prepare the lab before any practical class and 83.3% of the schools according to the administrative respondent do not have a full time qualified Guidance Counsellor to work with the school while 16.6% of the school has a full time Guidance Counsellor. The research revealed that 83.3% of the schools administrative officers believe that the students understand what subject combination is needed in their final year exams for future related science discipline while 16.6% believe the students do not understand what science combination is needed in their final year exams and 100% of the schools administrative officers believe that a full time Guidance Counsellor in the school can help the students cope with their academic and emotional intelligence. It was still observed from the study that 100% of the schools administrative officers believe that the role of a Guidance Counsellor can help the students in making their future career choices and 83.3% of the schools administrative officers believe their senior secondary (SSS III) students do not understand the knowledge and perception of the role a Guidance Counsellor as it relates to science discipline.

Research Question 2: What are the roles of guidance counsellor as related to science students educational performance?

Table 2: Simple percentage analysis on the roles of guidance counsellor as related to science students educational performance

S/No	Forms of Counselling	Respondent	Administrative Officer and Percentile Analysis
a.	School Champlain	5	83.3%
b.	Invitation of motivational speaker	2	33.3%
c.	Invitation of Clergy Man	3	50%
d.	Invitation of career personal	3	33.3%

Table reveals the numerical data and the percentile analysis of the different forms of alternative methods of counselling the administrative officers of the three government schools have adopted since the government has refused to provide the schools with a formal Guidance Counsellor. The analysis indicated that five out of the six administrative respondents which is 83.3% use the School Champlain instead of a school Guidance Counsellor who is

trained in helping the students cope with academic and emotional intelligence and that only two out of six of the respondents which are 33.3% use motivational speakers as a replacement for the role of a formal Guidance Counsellor. The study still showed that three out of the six administrative officers which is 50% use the invitation of a clergy man in place of a government employed formal Guidance Counsellor and two out of the six respondent administrative officers that is 33.3% use career personal as a different form of counselling. Looking at the numerical and percentile analysis of table it simplify the fact that none of this other forms of counselling can suffice for the position of a formal Guidance Counsellor whose primary role is helping students cope with the rigor of emotional and academic development in order to produce emotional and academically stable students who can stand in this troubled generation.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of the male and female respondents on having science students had any form of counselling relating to their academic disciplines.

Table 3: Z-test Analysis of significant difference in the mean ratings of the male and female respondents on having science students had any form of counselling relating to their academic disciplines.

Perception	N	Mean \bar{X}	SD	Df	z-cal	z-crit	Decision
Male Students	180	2.58	0.80	398	0.13	1.96	Accepted
Female Students	220	2.87	0.85				

The analysis on Table 3 reveals that the z-cal of 0.13 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of the male and female respondents on having science students had any form of counselling relating to their academic disciplines.

Hypothesis 2: There is no significant difference in the mean ratings of the male and female respondents on the conflict management strategies used by principals in resolving conflicts in public secondary school students in Port Harcourt metropolis.

Table 4: Z-test Analysis of significant difference in the mean ratings of the male and female respondents on the conflict management strategies used by principals in resolving conflicts in public secondary school students in Port Harcourt metropolis.

Perception	N	Mean \bar{X}	SD	Df	z-cal	z-crit	Decision
Male Students	180	2.60	0.81	398	0.18	1.96	Accepted
Female Students	220	2.81	0.84				

The analysis on Table 4 shows that the z-cal of 0.18 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean ratings of the male and female respondents on the conflict management strategies used by principals in resolving conflicts in public secondary school students in Port Harcourt metropolis.

DISCUSSION OF FINDINGS

This research was carried out with the aim of finding out the senior secondary school science students' knowledge and perception of the role of a guidance counsellor in science related discipline. A study of three government schools in Bonny Local Government Area of Bonny Island in Rivers State was carried through the use of questionnaires covering the administrative officers, science teachers and SSS III final year science students. From the analysis of the data gathered and discussion carried out it is reasonable to conclude that: The science students' based on a 92% high positive percentile in table understand the role of a guidance counsellor. The three government schools in Bonny Local Government Area of Bonny Island in Rivers State do not have a trained guidance counsellor employed in the school too provide formal counselling. Their presumed understanding is not based on the role of a trained guidance counsellor in the school but on various forms off informal counselling found in table employed by the administrative officers to help the science students cope with academic and emotional intelligence.

A 92% positive high percentile in students' questionnaire table shows that the science students' understand the relationship between their science subject and their choice of science related discipline. The fact that the science students' understand the relationship between their science subjects and their future science related discipline is confirmed in the 83.3% high positive percentile in question 6 of the administrative officers. The high positive percentile found in the analysis reveals the fact that the senior secondary school science students' do not understand the knowledge and perception of the role of a guidance counsellor in science related discipline.

The high percentile in the question mention above shows that senior secondary school science students made career choices without understanding the concept of career as it relates to future science related discipline in higher institution. The fact that the senior secondary school science students' do not understand the knowledge and perception of the role of a guidance counsellor in science related discipline is revealed in the high negative percentile of 83.3% in the analysis of the administrative officers.

The fact that the senior secondary school science students' do not understand the knowledge and perception of the role of a guidance counsellor in science related discipline is confirmed in the high negative percentile of 76% in the analysis of the teachers. The high negative percentile in the low aigrette grades (C6 – F9) of the SSCE external science class exams found in table 5, shows the fact that the SSS III final year science class where not counselled by a trained guidance counsellor who has the expertise in career counselling to help the science students' choose relevant science subject that the students are good at for further studies in science related disciplines in the higher institution. Looking at the analysis of the data and the conclusion it is evident that the problem of the educational system in Bonny Local Government Area of Bonny Island in Rivers State and the nation as a whole is leadership. Various recommendations are suggested based on the problems revealed in the data.

CONCLUSIONS

The issue of student's knowledge and perception of the role of guidance and counselor among science students in senior secondary school in Bonny Metropolis cannot be over emphasis. The study concludes that the roles of guidance counsellor as related to science students' educational performance. The study also deduced that guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students. Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading to achievement of desired life,

RECOMMENDATIONS

Based on the research the following recommendations are made in order to improve the senior secondary schools science students' knowledge and perception of the role of a guidance counsellor in science related discipline in the particular study area and the country as a whole.

1. Government should organize workshop training leaders and students in educational to train the leaders on the roles and importance of guidance and counselling.
2. Government should establish guidance and counselling unit in each school to give the students background knowledge of the role of guidance and counselling.

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