



Exploring personal-social guidance and counselling as a tool for managing risk behaviour among school students in Nigeria

Shugaba Saminu, Ahmad Isa

Department of Education, Yobe State University, Damaturu, Nigeria

Abstract

This paper seeks to view the Risk behaviour among school students and explore Personal-Social Guidance and Counselling Structure as a panacea for managing challenges of risk behaviour in schools. Risk behaviour refers to risky endeavors, meaning they are things that may put a person into really bad spot right away or in the future. Therefore the paper examines those things that may put school students into a really bad spot right away or in the future such as; drug abuse, prostitution, cultism, riots, multiple sexual partners, homosexual, lesbianism, unprotected sex and violence that expresses as destruction of public property and other social amenities in the schools and explore Personal-Social Guidance and Counselling to manage challenges of risk behaviour in schools focusing on components of Personal-Social Guidance and Counselling family orientation, cultural/environmental orientation, peer group influences as well as school guidance and counselling programme. The paper believed that Nigeria needs to do more to close the existing gaps in Personal-Social Guidance and Counselling services in order to help manage challenges of risk behaviour among school students this is by fully incorporating the roles of peer group, cultural orientation and family orientation as basis for practical application of school guidance and counselling programme. It also believed that programme of guidance and counselling in schools should be more research driven system process that operates through interrelated and interacting approaches with respective peer group and family members.

Keywords: guidance and counselling, personal-social guidance and counselling, and risk behaviour

Introduction

Over the years there has been challenge of social vices among school students in Nigeria. These challenges are as a result of perpetration in different forms of risk behaviour by school students which include; Smoking, alcohol, gambling, sexual intercourse, drug abuse, prostitute, lesbian activity, homosexuality, stealing, burglary, school riot/violence, cultism, among other. The above instances have adverse effects on the school academic achievements and performances of students. The study and review of some literatures revealed that in Nigeria, there are significance relationships between the variables of risk behaviour and academic achievements/performances. According to study conducted by Onijigin and Rabiya (2020) ^[10] revealed that Drug abuse has a significant relationship with violence, cultism and prostitution among students of tertiary institutions in Kogi State. The study of Omotowo, Ndu, Umahi, Olanike, Uchechukwu, Chinedu, and Ancilla (2017) ^[11] revealed that many respondents 44.5% had taken alcohol, while 13.5% and 40.8% had smoked cigarette and had sex before respectively. Also, 59.8% had experienced one form of violence. The study of Ugoji (2014) ^[17] revealed that the relationships among risky sexual behaviour and the independent variables were significant.

However, there have been practices and programmes over the years of guidance and counselling among the different aspects social institutions in our society. Ebizie, Enajedu, and Nkechi, (2016) ^[4] explained that guidance and counselling is central for the preparation of human behavior in the society and it is integrated tradition and modern approaches for instilling moral values, behavior and character building at home, and by extension society. It is a paradigm and practice of good breeding and refinement of people in the schools, homes and society through orientation of the family, cultural orientation, counselling, influence of peer group, school guidance /counselling programme and other such as religious Organisations in schools which include Muslim Student Society (MSS) or Christian Student Society (CSS). In traditional society therefore, family orientation, cultural orientation, influence of peer group were believed to have been powerful and suitable apparatus for induction of good moral values, molding child character, and child upbringing, with transformative effects on child mind and behaviour. It is on this ground that the paper will review conceptual and empirical works of guidance and counselling focusing on social institution and school programme to describe the link between the Personal-social Guidance and Counselling and Risk behaviour management among school students in Nigeria.

Conceptual Clarification

Concept of Guidance and Counselling

The definition of the terms guidance and counselling has been a task to researchers and practitioners in the field social and management science. A survey of some literatures available on the subject shows that each definition conveys the subjective feeling and perception of authors over the conception this is cited in National Open

University of Nigeria {NOUN} (2016) guidance and Counselling has been defined in different ways by different authors. Jobin (2010) ^[5] expound that counselling is as old as society. In every-day life we find counselling goes on at many levels-in a family set-up, parents counsel their children, in society doctors counsel patients, lawyers counsel clients and teachers counsel students. Arowolo, (2013) ^[2] as cited in {NOUN} (2016) opined that Guidance and counselling is a service that seeks to provide the students opportunity to obtain holistic educational development that prepares students for functional life later.

Jobin (2010) ^[5] further elaborated that Counselling is a scientific process of assistance extended by an expert in an individual situation to a needy person. Counselling involves relationship between two persons in which one of them (counselor) attempts to assist the other (counselee or client) is so organizing himself as to attain a particular form of happiness, adjusting to a life situation or in short self -actualization. It is a relationship of natural respect between counselor and counselee He has later enunciated the main objective of counselling is to bring about a voluntary change in client. For this purpose, the counselor provides facilities to help achieve the desired change or make the suitable choice. He opined that client alone is responsible for the decisions or the choice he makes, though the counselor may assist in this process by his warmth and understanding relationship. Thus counselor helps counselee to discover and solve his personal problems independently.

According to Muhammad Surya (1998) as cited in Harry (2020) guidance is continuous assistance given to mentors to those who are guided in order to obtain independence in understanding themselves, self-acceptance, self-direction and self-realization in achieving optimal development with the environment. While counseling according to Anas Salahudin quoted by Kumalasari (2018) as cited in Harry (2020) is an effort to help the counselee face to face with the aim that the counselee can accept responsibility for various problems or special problems. Guidance and counseling according to Prayitno, quoted by Kamaludin (2011) as cited in Harry (2020) is aids for students, both individuals and groups, to be independent and be able to develop optimally in personal, social, learning guidance, and various types of services and supporting assistance based on norms prevailing norms. Guidance and social personal counseling according to Nurihsan quoted by Iin Handayani (2019) as cited in Harry (2020) is a guidance to help individuals to solve their personal social problems.

Overview of Guidance and counselling in Nigeria

One cannot discuss the emergency of guidance and counselling in Nigeria without mentioning the traditional guidance services that existed long before the commencement of the organised (modern) guidance and counselling services in the country. The modern guidance and counselling being practiced now in this country is a type of counselling that supplement the traditional one and is designed to help people live well, cope better, understand more effectively, love well and be more effective on any activity which they engage in.

Traditional Guidance and Counselling: In the layman's language, guidance is a way of helping, guiding and teaching individuals to make a better living. This then shows that this practice had been in existence in one form or the other since man came to be, as cited in Module of {NOUN} (2012) pointed out that guidance and counseling is the essential process involved in the raising of offspring within the family or bringing up young people in the community. Nigerians are well known for their extended family system; in this way they see themselves as their brothers' keepers and are always ready to help one another out of problem situations. This cultural spirit of theirs, affected the techniques they use in solving their social, personal, educational, health and occupational problems. They usually depend or rely on their so-called knowledgeable persons as their "guidance persons". Such traditional guidance persons include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priest/pastors, imams and native doctors such as babalawo (Yoruba), Dibia (Igbo) Duba (Hausa), Obochi (Igala), Uzenakpo (Ibibio) to mention a few. These guidance persons render their services from either the wealth of knowledge, experience, status or the type of confident placed on them due to their ages. In the home, parents, son, elders in the family assist in giving some guidance services to children on how to succeed in life and grow to become respectable members of the community. In the school, the teachers and principals serve as guidance persons in career and occupation choice. This they do irrespective of the fact that they are not properly trained to render such services.

Modern Guidance and Counselling: The modern guidance and counselling being practised now in this country (Nigeria) is a new one. Uba (1990) as cited in Module of {NOUN} (2019) this type of counseling is a supplement to the traditional one and is designed to help people live well, cope better, understand more effectively, love well and be more effective on any activity which they engage in. All these changes stated called for expertise in handling human problems emanating from educational, social, occupational aspirations and choices among others. It was this that led to the introduction of formal guidance in Nigerian schools. Although the starting point has been traced to 1959, history had it that as far back as 1947, the then ministry of labour sent representatives to some parts of the old western region now in Edo State, to give talks to form five students on career and subject choice. The activities of the Ibadan Careers Council were so impressed and attracted by Ministry officials for their services that they invited them to organise workshops for their teachers, career masters and mistresses.

In October 1961, this group (Career Advisers) along with principals of secondary schools, representatives of the ministries of labour, education, health, trade and industry formed the Ibadan Careers Council (ICC) and it was in that year that the Federal Government due to her interest in the activities of this council employed Mr. C.I. Berepiki as the Vocational Guidance Officer in the Federal Ministry of Education in Lagos. The activities of the Ibadan Careers Council spread beyond the confine of Ibadan, reaching the other parts of the country such as

Enugu, Kano, Kaduna, Lagos to mention a few. These towns also formed their careers councils. Due to the fact that the career councils now wore a national outlook, all these councils throughout the federation later merged and crystallized to form the Nigeria Careers Council (NCC) in 1967 with its headquarters at Ibadan.

Today, one can conclusively say that guidance and counselling has gained a firm ground. It is taught in all the universities and colleges of education either as a full course programme or part of it to education students. There are guidance counselors in all institutions of higher learning. In the secondary sector, those schools that were not privileged to have trained guidance counselors have career masters, mistresses or psychologists who oversee the problems of students. It is important to note that the nation has not yet produced enough trained guidance counselors to service all the schools.

Literature Review

Personal-Social Guidance and Counselling

Guidance and Counseling play an important role in developing student's personal-social guidance and counseling. They also need to be able to make a guidance and counseling service programme to handle students' problems both intellectually, emotionally, spiritually and socially. School guidance and counseling services include personal guidance, social guidance, tutoring and career guidance. There are various guiding meanings expressed by experts. Among them is the idea of guidance put forward by Crow (2009) as cited in Mamat and Dina (2019) ^[6] which states that guidance is assistance provided by someone, male or female, who has an adequate personality and is well trained for each individual of every age to help him organize his own life activities, develop his own outlook on life, make his own decisions and bear his own burdens.

Sukardi (2007) as cited in Mamat and Dina (2019) ^[6].social guidance helps students recognize and relate to their social environment based on morality, social responsibility and statehood. Social guidance, which involves: (a) understanding of cultural diversity or customs, (b) social attitudes and (c) the ability to socialize positively with parents, teachers, friends, and other school communities

In general, the purpose of personal-social guidance is to help develop individuals optimally in accordance with their potential and achieve development goals such as personal, social, learning and career aspects. According to Yusuf, Nurihsan, Landasan, Bimbingan, Konseling, Remaja and Rosdakarya (2014) as cited in Mamat and Dina (2019) ^[6]. the purpose of guidance service providers is for individuals to: (a) plan study completion activities, future career and life developments, (b) develop all their potential and strength as optimally as possible, (c) adjust self with the environment of education, society and work, (d) overcome obstacles and difficulties faced, adjustments in the environment

Yusuf, Sugandhi, Perkembangan, Jakarta, Raja Grafindo and Persada (2012) as cited in Mamat and Dina (2019) ^[6]. Social guidance aims to build individuals to achieve the tasks of social development and to be able to solve problems that occur in their lives. The purpose of social guidance is related to the development of social character, that is, students are able to actualize attitudes and behaviors in daily life, in the life of the community and state students can have an attitude of respect for others, empathy, tolerance, and responsibility

The scope of personal-social guidance requires detailed strategies to facilitate the provision of personal-social guidance services. Strategy is basically the structure of service delivery that is carefully planned to achieve the objectives of a programme. The social-personal guidance programme provides services that are integrated with development programmes on personal and social aspects. Personal-social guidance strategies include the objectives of activities, parties involved in activities, material activities and other matters relating to the implementation of personal-social guidance activities. (Mamat and Dina, 2019) ^[6].

One area of guidance that helps students develop psycho-social abilities is the field of personal-social guidance. Through social-personal guidance programmes, family, community and school teachers are expected to be a driver for students to be able to show their emotional, intellectual, spiritual, and social, wellness. Yusuf *et al.* (2017) as cited in Mamat and Dina (2019) ^[6] formulates personal-social guidance as individual assistance that solves problems related to psychological situations, atmosphere and etiquette of life in the family, and social, so that individuals strengthen protection and develop individuals in their own problems. The field of personal-social guidance itself can be interpreted as assistance to participants to overcome social problems that tend to occur to individuals. Support can be a person who is independent and sensitive to the surrounding environment. The field of personal-social guidance includes the aspects of family, community and school through social-personal guidance programmes this is cited in National Open University of Nigeria {NOUN} (2016).

Family Orientation: Murdock (1949) as cited in Mariam (2018) stated that a family is a universal social institution found in all societies his claim is based on his study of 250 societies of all kinds, from small hunting community up to industrial societies. He defines family as a social group that lives together, shares resources, works as a unit and rears children. A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage or adoption. All people in a household who are related to the householder are regarded as members of his or her family. A family household may contain people not related to the householder, but those people are not included as part of the householder.

She further stated that the family is one of the many small face-to-face groups that are called primary groups saddled with the responsibility of giving the offspring a qualitative and decent pattern of living. The family is expected to satisfy "sex needs" (reproduction), economic needs – feeding, clothing, shelter, medical provision, and so on. It is also expected to transmit the cultural values and norms to the young generation in order to be fully integrated into the society. She also expound that family is indeed the foundation of socialization because

that is the first contact of the child. The inculcation of basic social values, desirable character traits and norms are learnt first in the family. The home assists in laying the foundation for personality and character development of a child. The success or failure of an individual depends on the type of social take-off acquired in the family setting. The child is trained in language, positive character traits, fundamental intellectual knowledge, and vocational skills and so on, through the initiation by the adult members of the family like father, mother and other siblings at home. These people are expected to be role models worthy of emulation in all ramifications as the younger generation look up to them as examples for moral standard. Freud and other psycho-analysts believe that the impressions made upon the child's mind at home determine the child's personality. This is because the child's mind is very flexible and susceptible to any influence. The parents love for the child makes a deep impression on him. The cordial relationship between both parents has significant influence on the personality development of the child. Parents need to ensure that they display high level of moral maturity in relating with each other to serve as shining examples to their offspring.

Peer group Influence: Peer influence cannot be underestimated as it was found to be influential in individual's counselling and his career choices. The following empirical studies were reported by Mtemeri, (2020)^[7], that these researchers; Faiter and Faiter (2013) and Alika (2010) in America; Abbasi and Sarwat (2014) and Edwards and Quinter (2011) in Nigeria; Shumba and Naong (2012) in South Africa; and Kimiti and Mwova (2012) in Kenya found that students were influenced by their peers in a variety of ways, such as peer counselling, peer interaction, peer advice and peer relationships. As also reviewed that peer counselling is a way of relating, responding and helping, which is aimed at exploring feelings, thoughts and concerns with the hope of reaching a clear understanding Odirile, (2012) stated that schools, peer counselling is a phenomenon that was established to help students in schools solve problems Bett, (2013) enunciated that the main goal of peer counselling is to enable students to appreciate each other, as well as to understand the importance of education Students' interactions with peers play a central role in how students think about themselves (Yi-Hui, 2006).

He also revealed that students' interactions with peers of diversified interests, races and backgrounds have the potential to stimulate reflection, knowledge and beliefs which may lead to new ways of thinking about the world, other peers and eventually themselves. For peers to understand the world of work, their interaction makes it possible for them to venture into careers they were unaware of. In the absence of proper career guidance and teacher mentorship, students resort to peer-mentorship. Peer relationships were also found to be influential in students' choices of careers. Kiuru (2008) purports that, in Finland, peer group members who are closely related are likely to end up in similar educational trajectories as they are likely to accept opinions from members who are similar to themselves.

Cultural Orientation: the layman's language, guidance is a way of helping, guiding and teaching individuals to make a better living. This then shows that this practice had been in existence in one form or the other since man came to be, as cited in Module of {NOUN} (ads) Igborgbo (1991) pointed out that guidance and counseling is the essential process involved in the raising of offspring within the family or bringing up young people in the community.

He has further claimed that Nigerians are well known for their extended family system; in this way they see themselves as their brothers' keepers and are always ready to help one another out of problem situations. This cultural spirit of theirs, affected the techniques they use in solving their social, personal, educational, health and occupational problems. They usually depend or rely on their so-called knowledgeable persons as their "guidance persons". Such traditional guidance persons include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priest/pastors, imams and native doctors such as babalawo (Yoruba), Dibia (Igbo) Duba (Hausa), Obochi (Igala), Uzenakpo (Ibibio) to mention a few. These guidance persons render their services from either the wealth of knowledge, experience, status or the type of confidence placed on them due to their ages. In the home, parents, son, elders in the family assist in giving some guidance services to children on how to succeed in life and grow to become respectable members of the community.

School guidance and counselling: Nkechi, *et al.* (2016)^[4] explained Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counselor to assist the child in moulding their future through counselling therapy. The school counselor is seen as a role model and highly respected by students. The counselors by their training are expected to be friends with the school child, listen to the child's complains, shortcomings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit.

At the school level, the school counselor is faced with clients with diverse personal problems which may at times have their roots in family background of such clients. Students in the secondary schools and tertiary institutions who have fled the security of home environment only to find themselves among strange faces from different homes and with diverse behavioural patterns may develop psychological problems, according to Olayinka (1993)^[12], as cited in Module of {NOUN} (ads) students may socially, become maladjusted, they may experience interpersonal adjustment problems with their roommates, classmates, school mates and even their teachers or lecturers. They may eventually lose confidence in themselves and their personalities, underrate their personal values, become tensed up, introverted and become emotionally disturbed. Some students are worried about their family situations (poverty, quarrel between the parents, father/child, siblings/neighbours misunderstandings, many of them are adolescents with a mirage of developmental problems, sexual problems and loss of friendship).

He also opined that all these are detrimental to good academic performance. The counselor can employ any or a combination of counselling theories to deal with the students' problems whether individual or in group depending on the nature of the problem. Most personal-social problems however, call for individual counselling. The main aim is to build learners up through providing support, emotional support and personal support, which rests upon the principles of individual uniqueness, acceptance, association and encounter, more over to know when to help a learner can be identified through knowing whether or not his/her offer our learners, physical, cognitive, emotional, social and normative support. Some examples of each include: physical supports, educator should be patient with the development of motor skills and development should encourage but at the learners pace Olayinka (1993) ^[12] as cited in Module of {NOUN} (2016).

He further elaborated that cognitive support; educators should design activities that help learners understand time and distance and size and distance, for example learners could experience it takes longer to jump around the table once than to jump around it twice. Emotional support; is given in the event of abuse for example, physical abuse, neglect, psychological abuse and/or sexual abuse, and must be reported. Social support; includes creating activities that allow learners to build on their self-esteem, social support use. However, Holistic teaching could be required in engaging and developing the whole person. You can think of this as different levels, physical, emotional, mental and spiritual. It's the concept that the human being is multi-dimensional. In supporting learners to complete their chosen qualification if the holistic assessment method is used it enables learners to demonstrate several criteria from units at the same time. Holistic teaching focuses on preparing the learner to meet any challenges they may face in life and within a work setting

Empirical review of Risk Behaviour

Risk behaviours are all risky endeavors, meaning they are things that may put you into a really bad spot right away or in the future Risk Management Authority (2013) ^[13]. The forms of Risk behaviours is pervasive in our society, Onijigin and Rabiati (2020) ^[10] reported that a common feature of social vices in our youth is drug abuse and expression of risk behavior that often lead to prostitution, cultism and general violence that expresses as destruction of public property and other social amenities in the state. They have further stated that Students of tertiary institutions especially in Kogi State of Nigeria that use many aspects of risk behaviour such as drugs abuse, prostitution as a means of making easy money to live above their economic means. Male students who are on drugs are also known as to be engaged in gay relationships with older wealthy men while the female may have multiple sexual partners with whom they engage in lesbianism and unprotected sex. Prostitution and other high risk sexual behaviours therefore, provide the avenue for cheap money. Drug abuse and other associated challenges of risk behaviours constitute a major threat to the survival and effective functioning of human society. The Nigerian National Drug Law Enforcement Agency (NDLEA 1997) as cited in Onijigin and Rabiati (2020) ^[10] has stated that drug abuse and uncomely behavior is a major problem in schools. For instance, about 20% of the school population in Kogi state has taken a psychoactive drug once in their lives (Alemika, 1998) as cited in Onijigin and Rabiati (2020) ^[10]. Many of these social disruptive behavior are variously tied to the peer group influence, culture of the parents, as children learn from their immediate environments, be attractive to others becomes very important to the youths, and this factor is significant in the development of alcohol consumption, tobacco and drug use, not practicing safe sex, among other behavior (Ahmadu, 2014) as cited in Onijigin and Rabiati (2020) ^[10].

Oshikoya and Alli (2006) as cited in Onijigin and Rabiati (2020) ^[10] in their studies on perception of Drug Abuse amongst Nigerian undergraduates identified dependence and addiction as major consequences of drug abuse, characterized by compulsive drug craving seeking behavior, are use that persists even in the face of negative consequences. These changes are maladaptive and inappropriate to the social or environmental setting therefore may place the individual at risk of harm.

In one of the WHO's and the world heart foundation's data, as cited in Onijigin and Rabiati (2020) ^[10]. the editors posit that in Nigeria, 22.1% of school youth age between 12 to 17 years use tobacco, in South Africa, it is 19.4%, 15.1% in Ghana and 16.2% in Kenya. However the government of Nigeria seems to have lost sight of her responsibilities as though she claims that tobacco should be regulated in a market oriented framework, which strikes an optimal balance and the need to ensure healthy work force, it is observed that some teens will experiment and stop, or continue to use tobacco occasionally with significant problems. Others will develop addiction, moving on to more dangerous drugs and causing significant harm to themselves and the society at large.

It is further stated that it is worthy of note that in 2013, 225 suspects were arrested for drug related offences and 6,499.809kg of drug were seized. Of the 225 suspect arrested in 2013, 36 of them have been successfully prosecuted and 170 of the rehabilitated through the drug Demand Reduction Programme of the Agency. Just few months into 2014, the command also arrested 24 suspects and a quantity of 1,215.848kg of drugs seized. 8 suspects have been successfully prosecuted and 16 drug dependent persons counseled and rehabilitated in Kogi State. In November 2014, the Kogi State Command of NDLEA headed by Alhaji Idris Bello carried out a public destruction of 13,372.2kg drugs and it was attended by the researcher hence the need to ask the question "what is the source of these drugs", it was revealed from the record that most of the drugs were seized from youths who are mainly students and some of them prosecuted and serving jail term at the moment yet people consider the youths as "the leaders of tomorrow"

When students of tertiary institutions are into drugs, they sometimes seek membership of secret societies which are rampant in tertiary institutions in Nigeria. Researchers have shown that many cult members are into drugs (Atere, 2003) as cited in Onijgin and Rabiati (2020) ^[10]. Participation of students in cultism often affects learning in a negative way. It is generally believed that it is an antisocial or deviant behavior as a result of drug use and abuse. It appears that drug abuse gives students a false sense of security and self-confidence. Most students who use drug can be violent. They can be involved in all forms of violence act, from burglary to destruction of school properties; they can kill under drug influence. They could be a political thug to politicians and commit all sorts of deadly crimes. Thus, the implication of drug abuse is devastating and deadly. The findings from the National Survey in Nigeria on Drug Use and health (Substance Abuse and mental Health Services Administration (SAMHSA, 2005)), highlight a link between youth violence and drug use by showing that youths aged (12-17) who reported violent behaviours in the past year also reported higher rates of past- year illicit drug use compared with youths who did not report behavior. According to Ellickson and Maguigan (2000) research examining possible links between violence and drug use has consistently found a strong relationship among adolescents and young adults.

Conclusion

Based on the review of some literatures which have been captured in the present paper, it is clear on the potential of Personal-Social Guidance and Counselling programme to provide services that are integrated with human development on personal and social aspects through social-personal guidance programmes, which family, community and school teachers are expected to be a driver for students to be able to show their emotional, intellectual, spiritual, and social, wellness.

It is also it is clear on the potential of Personal-Social Guidance and Counselling programme to provide services that are that are pre-requisite managing students risk behaviour in schools. In Nigeria giving similar vigorous attention to Personal-Social Guidance and Counselling programme to provide services that are integrated with human development on personal and social aspects through social-personal guidance programmes in our schools will be fundamental.

Recommendation

1. The fundamental roles of personal-social guidance and counselling programme should be fully documented and regulated by law of the land
2. The Process of ethical orientation of family, group and community on personal-social should be made pragmatic and realistic in our schools guidance and counselling programme.
3. Community social network, social participation, social engagement, religious organizations, and traditional rulers should encourage strong affiliation with personal-social programmes and schools student societies.
4. The family, group and community guidance and counselling should be research-driven systematic process that operates through interrelated and interacting approaches with respective community individuals such as peer groups family members and schools.
5. The programme of school guidance and counselling should incorporate all aspects of community personal-social activities in order to manage vigorous challenges of the risk behaviour among students in schools.

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