



**INFLUENCE OF GUIDANCE AND COUNSELING SERVICE
ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN
SECONDARY SCHOOLS IN ENUGU EAST LOCAL
GOVERNMENT AREA OF ENUGU STATE**

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ABSTRACT

This study was carried out to examine the influence of Guidance and counselling services on the academic achievement of Secondary School students in Enugu East Local Government Area of Enugu State. Four research questions guided the study. The study adopted a descriptive survey research design. The population of the study consists of thirteen thousand four hundred and seventy nine (13,479) Secondary School students. Using simple random sampling the researcher selected 300 respondents as the sample size. The instrument used for data collection was a structured questionnaire. The instrument was face validated by three experts. In analyzing the data obtained from the questionnaires, mean statistic was used. The findings from the study showed that; School counsellors assist students to relate the subjects they offer to their career choice. There is a relationship between academic performance and the level of effectiveness of guidance and counselling offered in school. It was recommended that; There is need for the teacher counsellors to implement all the services required for a guidance and counselling programme. Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools.

Keywords: *Guidance, Counselling, Service, and Academic Achievement*

Introduction

With the recent increased and complicated nature of things going on in our society, industrial and technological development, all going hand-in-hand, the succeeding generation will find it difficult to adjust themselves both to the society, work, family and schools. Failure in proper adjustment to all the aspect of these situations mentioned, could affect the education of young people and expose them to environmental as well as

personal problems in development. The need to address these challenges and to promote educational success and health life, therefore, call for exposure to Guidance and Counseling programs by individual/students. Bark (2013), states that Guidance and Counseling are the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities develop his own points of view, make his own decisions

and carry his own burden. According to Herman (2015), Guidance and Counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Also Anagbogu (2012), defined Guidance and Counseling as a process of helping the individual towards overcoming obstacles to his/her personal growth which could be educational, social or personal, wherever it may be encountered. The word process means that Guidance involves a series of actions or steps leading towards a goal. On the other hand, Mute and Ndambuki (2012), referred to 'Counseling' as a learning – oriented process which usually occurs in an interactive relationship with the aim of helping the client learn more about him/herself. Counseling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counselee) whereby the former utilizes his professional skills to help the latter to be able to solve his educational, vocational, personal and social problems.

The role of Guidance and Counseling have increase overtime in most secondary schools in Nigeria; its influence is mostly noticed in the Academic Achievement of secondary schools' students. Guidance and Counseling are two closely interrelated concepts and each determines the availability and efficiency of the other. According to Makinde (2014), 'Guidance' refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life. The adoption of Guidance and Counseling services in most secondary

schools in Nigeria was as a result of behavioral pattern of students in most schools. The schools environment, peer group and their relationship with teachers has a role to play in the Academic Achievement of students. Guidance and Counseling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society. In a school, the programme assists students in harmonizing their abilities, interest and values and enables them to develop their full potential. It directs students on appropriate career and subject choices, selecting discipline, education, social and psychological problems and general adjustment to school life, (Gerardo, 2016). Also Gibson, (2012), states that Guidance and Counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the result of their choices.

The development of Guidance and Counseling originated from United States of America in 1885 when George Merrill Pioneer carried out the first systematic work in Guidance. He developed an approach which provided explanation in the trades taught in schools. This led to Counseling for job placement and follow-up service. Also Frank parson in 1908 organized the Boston vocational Bureau that served dual function – assisting young people in career education and training teachers to serve as vocational counselors. According to him. For an individual to make an occupational choice he should be given Counseling, assisted to have knowledge of self and knowledge of the world of work. Makinde (2014), noted



that since 1950's popular vies of Guidance and Counseling have changed rapidly and that understanding youths. Problems are among the functions of school Guidance and Counseling.

In a school, the programme assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. It directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems, and general adjustment to school life. In Nigeria, the need for Guidance and Counseling in survey was done on 20 school counselor's selected from different states of the federation and the main problems examined. It was noted that, there is guidelines for Guidance and Counseling programs, and also the Guidance counselors. The main goal is to help the counselee learn to deal more effectively with himself anytime he/she is in trouble and the reality of his environment so as to improve the Academic Achievements. Allis, Kanue (2012), conducted a survey in Alexandria in Egypt on indiscipline among 2170 preparatory and secondary school students attending main-stream governmental schools. In this study indiscipline among school students and its predictors were investigated. Few indiscipline cases were related to family background where as the majority was related to the children themselves and according to the research it has a major effect on the Academic Achievement of these students. Schools are social organizations which have several objectives to achieve and role in Guidance of students in shaping their Academic Achievement.

The provision of Guidance and Counseling should address the following three domains

of learning, namely personal social, vocational career and educational Guidance and Counseling. Personal social Guidance and Counseling deals with self-identity, negative self-concept, social skills, and family relationship, conflict resolution, personal loss, anxiety, drug addiction and other psychological issues that disturb individual children and affect their studies. Vocational career Counseling includes information about course requirements, post-secondary or tertiary institutions, potential employers, job hunting, career path, planning which will help the students and the parents to consider their choice of the career. Okeke in Anene (2019), sees vocational Guidance as the process of helping a person match his personal attributes and his background with suitable jobs and employment opportunities. Education Guidance and Counseling; Nwoye (2011), define Guidance as an educational programme of a school through which group of specialized services are provided in the school to enrich the educational experience of each student. According to Ifelunni (2013), educational Guidance and Counseling is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as how to choose subject, study habit, learning strategies, educational opportunities beyond school, examination techniques, test taking skills, promoting and achievement. The planning is such that they benefit from their present school work and be able to progress to the next level of schooling. Also educational Guidance and Counseling service helps the students to discover areas of weakness in their academic endeavor.



The focus of Guidance of Guidance and Counseling in school is to address the needs and concerns of students or educational development. Graham-Miges (2014), reiterated that comprehensive school Guidance and Counseling services address the development need of students in secondary schools in the three domains of learning mentioned above. The most function of school Guidance and Counseling services is to discover the student's abilities, interests and needs, thereby helping them to make effective to their future plans. Thus, the primary mission of a school's Guidance and Counseling program is to provide a broad spectrum of personnel services to the students. Denga (2011), referred to the services as 'cluster of formalized educational services designed by the school to assist students to achieve self- knowledge or self-understanding which is necessary for them to attain the fullest self – development and self-realization of their potentials;. These services include: student appraisal serve, information service, Counseling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service. Appraisal service involves the use of tests and non-test instruments to collect, analyze and interpret data on students to understand themselves better. It also affords counselors and significant others, the opportunity of having insight into the strengths and weakness of students. Information service is tailored towards equipping students with the necessary information in the areas of educational, vocational and personal social. These information are very important because they assist students to make wise decision about life. Counseling service is a face to face interaction between the

counselor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and responsibilities, as an introduction to a new situation. Referral service affords the school counselor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner, therapist, psychiatrics and others. Follow-up and evaluation service is designed to ascertain the extent to which the Guidance programmed previously carried out by the school is meeting the objectives for which it was established and also to monitor the program of students in their work places. Research service helps the school counselor to discover relevant information that can improve students learning and understanding. The service should be an on-going process which professional counselors should embrace and encourage. These services constitute the core of any Guidance programme and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences. (Erford, 2013, Erford, 2014, Neukrug, 2015).

The most important outcome of a Guidance programme is desirable change in the behavior of students such as improved school attendance, better study habit, better

academic achievement, fewer academic failures, lower drop –out rate, better educational planning and better family relationship. Secondly, effective Guidance and Counseling programmes balance corrective, preventive and developmental functions. Braddock (2015), states that the purpose of Guidance and Counseling in school is also to improve academic achievement, foster positive study attitude, increase acquisition and application of conflict resolution skills and decrease school dropout. In addition, Rutondoki (2015), suggested that complete Guidance and Counseling should be continuous. Counseling should begin when the student enters school and should carry that student into adult life. The counselling should be preventive in the sense that counselee receive help in order to avoid certain problems. In working together with parents, school counselor can effectively achieve the goals of Counseling.

Guidance and Counselling

Literally, Guidance means to direct, to point out; to show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept Guidance is concerned with the optimal development of the individual. As a process Guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

The terms Guidance and counseling have been loosely or interchangeably used. Guidance is a term which is broader than counselling and it includes counselling as one of its services. Butter makes a logical separation of the counselling process, adjustive and distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. It is the duty of a guidance counselor to help the students solve their educational, vocational and occupational problems as this will help them achieve greatly in their academics.

Role of Guidance and Counselling in Secondary Schools

The objective of Guidance and counseling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (2014), observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (2014), and Mutie and Ndambuki (2012) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counseling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. In secondary schools, there is need for students to make proper subject and career choices after the four year course.

It is the role of Guidance and counseling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities Borrow (2011). Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (2015), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that Guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance and counseling programme also help students choose and pursue achievable careers. According to Borrow (2013) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need Guidance and counseling programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals. The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out.

Makinde (2014) observes that one of the roles for school counsellor is to help students who are experiencing difficulties.

Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in Guidance and counseling programme. Lindsay (2013) argues that such students may experience difficulty in adjustment with peers, teachers and the environment thus Guidance programme helps such students to adjust and utilize the Guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if Guidance programme does not intervene; some may even drop out of school, thus the Guidance programme is well suited for assisting the students.

Achievement is an attainment of a given standard in a particular field by an individual. It is an accomplishment of a task which is a source of joy to the individual as a measure of his/her efforts. Okoro (2012), defined achievement as the state or quality of excelling. Also achievement is the ability of an individual to accomplish his/her set goal. Achievement in the school system involves the ability of students to realize their academic dreams in the school. Academic achievement is synonymous with accomplishment and has strong correlation with motivation. Ncharam(2015), sees academic achievement as the actualization of the educational standard and appropriate goal as the major objective functions of school in the society. In this study, academic achievement is the level of real/actual accomplishment or success/proficiency one has achieved in an academic area. Academic achievement of students has been of concern to students themselves, guardians, parents, communities and even wider society and this is the most important goals of the

educational process. The failure or success of student's achievement depends on many factors such as self-understanding, self-realization of their potentials, study habits, relationship with peers, parents/teachers supports, parental background among others. A good supportive; well organized Guidance and Counseling programme cannot only motivate the child but also enhance his academic achievement and hence a successful transition to the next level of education and life. Guidance and Counseling, thus, promotes holistic development of every teacher to become a Guidance minded in the course of carrying out of his/her duties with the aim of making impacts in the lives of students. It is therefore, based on this that the researcher is motivated to find out the influence of Guidance and Counseling services on the academic achievement of secondary school students in Enugu East Local Government area of Enugu state.

It has also been noted that students face a number of problems during adolescence like drug addiction, peer pressure, premarital sex, depression, alcohol use and academic problems. Since secondary school students are in the adolescent stage, the need for effective Guidance and Counseling becomes compelling. Thus there is need to establish the Impact of services from schools counselors and students. In addition, the views of the school as a context where students experience a number of problems as well as the increased number of problems students face in modern society have prompted the researcher to investigate influence of Guidance and Counseling services on academic achievement of secondary school students in Enugu East Local Government Area of Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent is the influence of Guidance and counselling services on academic achievement of students in Enugu East Local Government Area?
2. What is the relationship between Guidance and counselling services and students' academic achievement in Enugu East Local Government Area?

Research Method

Research Design

This study adopted a descriptive survey research design.

The area of the study is Enugu East local Government Area of Enugu State.

The population of the study consists of thirteen thousand four hundred and seventy nine (13,479) Secondary School students from the ten (10) Secondary Schools in Enugu East Local Government of Enugu State. (Post Primary School Board, 2020)

The researcher could not study all the ten (10) secondary schools in the population. Five (5) Secondary Schools were sampled out using simple random sampling to select sixty (60) students from SS3 classes. The researcher selected 300 respondents as the sample size.

The instrument used for data collection was a structured questionnaire, which was constructed in accordance with the research questions.

The instrument was face validated by three experts.

The test-retest method was used to determine the reliability of instrument.



The researcher visited the selected schools and administered the questionnaire. In analyzing the data obtained from the questionnaires, mean statistic was used in order to determine the degree of disagreement on each item. Based on this,

the mean cut-off-point for this option was 2.5, this means that any item that has a mean value of 2.50 and above was regarded as accepted while any item that is below 2.50 was regarded as Rejected.

Results

Research Question 1

To what extent is the influence of Guidance and counselling services on academic achievement of students in Enugu East Local Government Area?

Table 1: Mean Response on the extent of the influence of Guidance and counselling services on academic achievement of students in Enugu East Local Government Area

S/N	ITEM	SA	A	D	SD	N	ΣFX	x	DEC
1	School counsellors expose students to subjects offered in the school	200	60	25	15	300	1045	3.4	A
2	School counsellor assist students to develop their personal study time table	180	30	10	80	300	910	3.0	A
3	School counsellors assist students to relate the subjects they offer to their career choice.	225	51	18	6	300	1095	3.6	A
4	School counsellors assists students to develop good study habit	200	40	20	40	300	1000	3.3	A
5	School Counselors help students to develop interest in being religious with doing their assignments, copying their notes, quizzes, tests and examinations	60	34	16	190	300	564	1.8	D
Grand Mean:								2.98	

In the table 1 above, the data analyzed shows that item numbers 1, 2, 3, and 4 with means scores of 3.4, 3.0, 3.6 and 3.3 respectively showed that the respondents agreed that to a great extent guidance and counseling have an influence on the academic achievement of students. While items no 5 with mean score of 1.8 showed that the respondents disagreed that guidance and counseling have influence on academic performance.

Research Question 2

What is the relationship between Guidance and counselling services and students' academic achievement in Enugu East Local Government Area?

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Table 2: Mean Response on the relationship between Guidance and counselling services and students' academic achievement in Enugu East Local Government Area.

S/N	Item Description	SA	A	D	SD	N	$\sum FX$	\bar{x}	DEC
6	There is a relationship between your academic performance and the level of effectiveness of guidance and counselling offered in your school	211	50	25	14	300	1058	3.5	A
7	Your school guidance/counsellor monitors your academic progress	15	17	78	190	300	457	1.5	D
8	Your school guidance/counsellor provides students with information on the available career opportunities	225	51	18	6	300	1095	3.6	A
9	Your school guidance/counsellor assists students on how to choose their subject combinations	175	101	18	6	300	1045	3.4	A
Grand Mean:								2.36	

In the table 2 above, the data analyzed showed that item numbers 6, 8 and 9 with means 3.5, and 3.6 and 3.4 respectively agreed that there is a relationship between guidance and counseling and academic achievement of students in secondary schools, while item 7 is below 2.50 and therefore indicate that the respondents disagreed on the relationship of academic achievement and guidance and counseling.

Summary of the Findings

1. School counsellors assist students to relate the subjects they offer to their career choice.
2. There is a relationship between academic performance and the level of effectiveness of guidance and counselling services offered in your school.

Discussion of Findings

The findings in table 1 showed that there is a relationship between guidance counselling and academic achievement of students by agreeing that school counsellors expose students to subjects offered in the school, school counsellor assist students to develop their personal study time table, school counsellors assist students to relate the subjects they offer to their career choice, school counsellors assists students to

develop good study habit but disagree that school Counselors help students to develop interest in being religious with doing their assignments, counsellors copying their notes, quizzes, tests and examinations. The finding is in agreement with Irabor(2011), for instance, Irabor (2011) has pointed out in this regard that some of the students are readily carried away by the new trends, which place much emphasis on the study of science and technology. He further stated that many students are blindly nursing hopes of becoming medical doctors, lawyers, engineers etc. without having any foundation in related subjects at ordinary level with Guidance and Counseling. Students will be presented with educational, vocational and personal social services for proper adjustment. Also, Okeke (2016) opined that Counsellors in rendering their

services take care of students' appraisal, placement, and orientation, Counseling as well as information services.

The findings in table 2 showed that there is a relationship between students' academic achievement and the level of effectiveness of guidance and counselling offered in their school. School guidance/counsellor monitors students' academic progress. School guidance/counsellor provides students with information on the available career opportunities and School guidance/counsellor assists students on how to choose their subject combinations. The findings agree with Gourneau (2012) who agreed that Guidance and Counseling is very important in secondary schools because of the roles it performs in the school and its effect on academic performance.

Conclusion

Based on results obtained from the investigation, the researcher drew the following conclusion:

1. There is significant influence of guidance and counselling service on academic achievement of students, not minding the non-challantness of the students.
2. There is a strong relationship between guidance and counselling, and students' academic achievement;
3. There are other factors than guidance and counselling that affect students' academic achievement.

Recommendations

From the above conclusions, the study makes the following recommendations:

1. There is need for the teacher counsellors to implement all the services required for a guidance and counselling programme.
2. Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools.
3. There is need to improve the level of training of teacher counsellors in guidance and counselling.
4. Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area.

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