

PRIMARY EDUCATION D\GUIDANCE AND COUNSELING, A WEAPON TO CONTEMPORARY ISSUES IN EDUCATION IN NIGERIA

H.O. ONYEMACHI, Ph.D

*African Thinkers College of Education, Enugu,
Enugu State.*

Abstract

Contemporary issues are much in primary education in Nigeria because this is the education upon which subsequent educational levels are built upon. Unfortunately, proper and adequate attention are hardly given to this level of education. learner's problems do not start from secondary school or higher institutions but from primary school age. Many psychologists affirmed that what happened to the child at this stage can be carried over and influence subsequent stages. And that the child has some developmental tasks to achieve before going to the next stage. Ability to achieve these tasks determines the child's future prospects. Most primary school children do not achieve these tasks they end up been, bullies, victims of sexuality, misplaced children, abused children, violent individuals, low creative individuals, low learners, and social media nuisance. At adolescence stage they end up forming gangs of: kidnappers, cultism, militancy, rapist, homosexualist, prostitute, book haramist, fraud star religious extremist, to mention but a few. There is need for adequate guidance and counseling in primary schools. It is believed that guidance counselors have the requisite professional skills and techniques to would enable the identify these children early enough consult with their parents and give the needed guidance and counseling that they need for corrections. These would go along way resuscitation the nation's economic, social, political and cultural status instead of indefinite recession.

The school is a social institution where learners are given all round development that sustains them in life. The total development of the learners start from their homes, then to the school from nursery to primary education, or straight to primary. It is believed by most psychologists that this stage of primary education determines what the learner would be in future. And it is also emphasized that this stage should be handled with utmost care. Primary school learners are confronted with lots of problems which affect proper development of their intellectual, physical, emotional, social, moral and creativity.

Primary education according to Federal Republic of Nigeria in her National Policy on Education (2004), is the education given in institutions for children aged 6-11 years. The government realizing the importance of this stage in the life of human beings, affirmed that counseling and other aspects of educational services shall be provided at all educational level. Unfortunately, counseling which is an aspect of school guidance programme is yet to be achieved. Concentration is rather on employing professional counselors in secondary schools and in higher /tertiary institutions. In Nigeria's primary education system teachers play the role of counselors because no qualified counselors in almost all the schools are working as "a Counselors" Focus Group Discussion (2016).

Durojaiye in Onyemachi (2000) sees child growth as a continuous process, and what happens at one stage can be carried over to influence the next stage, that every individual in the society goes through developmental task,

Havinghurst (1953) in his theory, defines development task as that which arises at about a certain period in the life of an individual. Successful achievement of the stage leads to his happiness and to success with later tasks, while failure to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. While Erikson (1968) explains that elementary school pupils fall between the ages six and twelve years and as such are supposed to know the following major tasks: learning physical skills for ordinary games, building wholesome attitudes toward oneself, learning to get along with age-mates, learning the appropriate: masculine or feminine roles, fundamental skills in reading, writing and calculating, developing concepts necessary for everyday living; developing conscience, morality and scale of values; achieving personal independence and developing attitudes towards social groups and institutions. These tasks call for the skills and techniques of professional counselor who is concerned with learner attitudes and personality changes and concerned with helping teachers see the importance of these changes.

Meanwhile, research workers who investigated social problems discovered that most schools' graduates are not prepared for life, and their capacity for engaging usefully in social work has been diminished. That bullying, violence, sexuality education, unidentified learners with disabilities, child abuse, creativity and good study habits and management of social media are among the problems confronting education in Nigeria. These are handed over to adolescent and adulthood stage. They eventually become graven on the personality and the result becomes a true moral abnormality that produces individuals who form cult members, robbery gangs, militants, kidnappers, boko-haram, avengers, area boys, internet fraudsters, rapists, and all sorts of social vices in the e society. Guidance and counseling stresses individualized education that aims to strengthen the uniqueness of the primary school learner by realizing their needs and potential to react freely and individually, to the knowledge and opportunities transmitted by the school and non-school environment.

The Concept Guidance and Counseling

Guidance and counseling in primary education involves all programme of activities that would enable the learners achieve favorably their developmental tasks. It involves those activities, skills and techniques employed by a professional counselor to assist the learners and school staff achieve the goals and objectives of primary education. Counseling in primary school should center upon the counselor shaping of an emotional climate that will free children to learn, recognizing that anxiety, fear and other defensive posturing inhibit the learning process. It must provide feeling of comfort, interpersonal relations, autonomy, as opposed to automatic societal conformity and the afore mentioned identity problem, “who am I” Effective primary school guidance must provide a general foundation for respect for all human endeavor, and in understanding of the relationship of abilities, interests and other personal characteristics to the requirements needed in a variety of human activities of which work is one in general (Faust, 1995, Steffire, 1970, and Field, 1968, in Onyemachi (2000).

Some problems confronting education in Nigeria

Bullying

Bulling according to Nickel (2005) is any “intentionally” unprovoked abuse of power by one or more children to inflict pain or cause disorder to another child on repeated occasions. Ikeagu (2005) views bullying as an act where an older person goes on, uses pugilistic energy to beat up a helpless apparently innocent younger child. Chinweuba (2011) explained that bullying is an act of using ones strength, power and position to frighten or hurt another individual for no justified reason. This calls for guidance to understand when they are bullying someone and equally when another person is bullying them, so as to take to corrections early enough and learn how to face the challenge of been bullied by others. Bullying can make the primary school child to withdraw from school by faking ill-health thereby telling lies, play truancy, come late to school. These adversely affect the performance in both curricular and extracurricular activities in school.

Sex Education

Sex education according to Gupta and Gupta (2013) deals not only with the facts of reproduction but also with the development of the proper attitude towards sexuality. That is, the whole range of behavior associated with psychological phenomenon of sex. Osuji (2007) defines sex education as a process of making the individual develop a positive and wholesome attitude towards sex. Following the fact that no day passes in Nigeria without the media reporting on one illegitimate sex affairs or the other, there is need for sex education in primary school. Parents who are to give this education at home in most cases do not educate their children on sex because of one reason or the other. At adolescence stage, these children encounter sexuality challenges that would destroy their career. For instance, study conducted in Lagos by Akinwale,

Adeneye, Omotala, Managa, Idowu, Adewale, Suliman, Akande (2009) using 300 in-school adolescents, reported that very few parents discussed HIV/AIDs with their children. Egbochukwu and Ekanem (2008) confirmed that children rarely receive information on sexual matters from their parents, and over whelming majority of parents confirmed that they rarely discuss with their children on issues relating to sexuality.

Sexuality education according to Omeje and Okere (2009) is that aspect of health education which prepares the youth to understand his development biologically, physiologically and socially to full maturity as a man or woman. It helps the youth to acquire the necessary knowledge, attitude, skills, practices and habit conducive to a healthy life as specified by a particular culture where the individual finds himself. In other words, sexuality education involves all information that guide one against pre-marital sex: safe sex, early marriage, abortion, sexually transmitted disease, forced marriage. Sexuality education prepares one to acquire usable information that could be applied to handle sexual challenges in marriage. It assists the growing child to understand the body changes and the limit with the opposite sex. Studies of Oladepo and William (2000) found that 19.9% of males selected secondary schools in rural and urban areas of Oyo State were sexually experienced. Some adolescents accepted that they had their first sexual experience as early as seven and eight year of age. Summola, Dipeolu, Babalola and out (2004) investigating sexual activities, beliefs, perceptions and experience of adolescents from different ethnic groups in Niger State revealed that 32.7% had sexual intercourse. Young people become sexually active in their pre-teens, between ages 9-12 years, more females 42.2% aged 11-13 were sexual partner. The 2003 National Health and Demographic Survey (DHS) conducted in Nigeria showed that 22% of never married young women and 17.4% never married men aged 15-19 years had sex within the last months, less than a fourth (23%) of the females and less than a third (32.8%) of the males used a condom during their last sexual encounter and 4.9 of the men within the same age range reported having two or more sexual partner (NPC and ORC MACRO, 2004)

Learners with Disabilities

Education is the birth right of any child in Nigeria and the world in general. Education for all (EFA) (2000) states that basic education for all requires assuring access, permanence, quality and full participation and integration of all children and adolescents, particularly for members of indigenous groups, those with disabilities, those that are homeless, those that are workers, those that are living with HIV/AIDs and others. Thus, there is need to educate all children including those with special needs. According to the Americans with Disabilities Acts of 1990 (ADA) in Nwamuo and Ekwe (2015) an individual with a disability is a person who has a substantial limits on one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Furthermore, “a person is considered to have a disability if

he or she has difficulty performing certain functions (seeing, hearing, talking, walking, climbing stairs and lifting and carrying), or has difficulty performing activities of daily living, or has difficulty with certain social roles (doing school work for children, working at a job and around the house for adults)” most primary school children have one disability or the other, some are visible while some are invisible. Some of them are children with special needs as a result of abandonment at birth death of parents, poverty, war, separation of parents and the likes. The present of these children call for guidance and counseling in primary school. They need special attention which can only be rendered when they have been identified. They need guidance and counseling on how to achieve social skills, understand their civil right thus, Field, Sarver and Shaw (2003) observed that students equipped with the ability of self advocacy have the tools necessary for successful transition to adult life.

National Policy on education (2004) defines integration as the education of the handicapped and non-handicapped in the same school and classroom. It is believed that educating the handicapped and non-handicapped together will provide an opportunity for both to understand one another better and reduce the incidences of separation, segregation and discrimination. These learners are just dumped in schools without getting the desired assistance that would enable them cope with their daily life activities. The incidence of over-populated classrooms, ratio of learners per-teacher and workload may not give teachers the opportunity to give adequate attention to the disabled learners. Teachers equally cannot give specialist help that would enable them cope with emotional and social challenges. These in no small measure affect their academic performance.

Child Abuse

Child abuse is a contemporary issues in Nigeria. It is inflicted on the child knowingly or unknowingly by adults because of one reason or the other. Ebigbo (2002) defines child abuse as inflicting serious physical injury upon a child by persons other than accidental happening, suffering harm by reason of neglect, sexual abuse, malnutrition, exposure to physical, mental, spiritual, psychological and emotional torture which could be prevented. It is also human action or inaction that is harmful to children. Denga (2002) also observed that child abuse is exposing children to painful and unwanted suffering knowingly or unknowingly. That both male and female children are abused in some cases by their parents, guardians, teachers, peers and the society in various forms. This is to say that any act of any person that reduces the worth and dignity of a child is termed child abuse.

UNESCO in Denga (2002) enumerates various forms of child abuse as child soldiers, child prostitution, children of war, child sexual abuse and child labour Ezigbo (2000) captures forms of child abuse as Almajeri Syndrome, child trafficking, female circumcision, hawking, child servants and violence against women which ends up rejecting the mother and her children. Most of these children attend school. They are

traumatized, malnourished, deformed, emotionally disturbed, socially and morally dehumanized. They need guidance and counseling services to enable them come back to normal life. They are starved of normal love and sense of belongingness. They need guidance and counseling for them to be given the basic reorientation that would make them reason positively and act in accordance with societal norms as they are growing and interacting in the society. They need to be educated and empowered on Child's rights laws. They need someone they can confide on and get their problem solved. They need adequate information that would enable them see meanings to their existence and discourage future incidences of child abuse and the outcomes.

Violence

Among the services of guidance and counseling is to prepare individuals to face future challenges. The preparation involves self-management, conflict management, anger management, dialoguing and the likes, of which early training prepares one for effective social, economic and political life if the society. Violence according to Galtung (2004) refers to frustration of basic human interests in survival, sustenance and well being, freedom, and a sense of meaning. Haris (2003) sees violence as physical or verbal abuse, or threat of abuse, by one party to another. Ryan (2011) affirms that violence is the graduation of youth resistant groups that were formed to fight domination of different kinds, political, economic, social and or academic. And that such groups have their objectives possibly to defend the right of their members and the immediate society. In Nigeria, aspects of violence could be seen as: kidnapping, robbery, raping, political thuggery, religious disturbance, militancy, avengers, boko-haram and so on. Most of the people involved passed through primary school but were not prepared on how to manage self and conflict.

Creativity

Creativity is the determiner of individual effective participation in the society, self fulfilled and self-actualization. Individual's level of creativity determines the levels of creative, critical and caring thinking. It sets pace to one's self-confidence, self-esteem and self-management. An individual that is creative cannot involve self in examination malpractice or any form of corrupt and discriminative practices. Individuals do not develop creativity at adolescent or adult stage but during the formative stages that fall between nursery and primary school ages. Sharp (2004) sees creativity as the process that involves a number of competent, most commonly, imagination, productivity (ability to generate a variety of different ideas through divergent thinking), originality, problem solving, the ability to produce an outcome and worth. While Berger (2005) states that the period from age 2 to age 6 is called play years. It is the time the young children spend most of their waking hours to play-creating, laughing and imagining as they acquire the skill, ideas and values that are crucial for growing up. The children with each other play with sounds, words and ideas developing their minds. They invent

games and dramatic fantasies, learning social skills and moral rules. Most homes do not have the patience to allow the children play as pleased them. The school where these social skills should be developed through play, storytelling, art and poetry rarely see these as part of the school learning that should occupy space on the time table. These subjects are taught when the learners are disturbing, when the teacher is seriously engaged with other activities or when he teacher wants to play truancy. This calls for a counselor that can plan effectively for proper teaching and supervision f these subjects so as to develop the best in the learners.

Good Study Habits

Good study habit is an asset to any student because it equips the student with skills and techniques that would enable him to organize self and learning materials, study divergently, engages in problem solving actives that encourage self-learning and discovery. Kizlik (2006) success in academic endeavor is highly dependent on the ability to study effectively and efficiently. To Medahusi (2002) good study skills enable students to make rapid progress and learn as much as they possibly can in all subjects. Goby (2013) defines study habit as buying out a dedicated schedule and un-interrupted time to apply oneself to the task of learning, practice or enlightenment. Study habit is important to students because it helps them to make use of their time effectively and purposely instead of wasting their time with insufficient study accomplishment. Okorodudu (2006) defines good study habit as all the proper process of a learner's efforts to organize himself, his learn materials and learning conditions to facilitate mastery of knowledge, orientation and recall for use when necessary. He further explains that many factors affecting learning process of students at home and school have precipitated the development of inherent poor study habits among students which have often determined the general poor academic performance of students in both their internal and external examinations. While Obanya, Okeye, Adejumo, and Achebe (1990) in Okorodudu explain that in some schools, individuals operate under repressive educational administration, leading to poor and uncreative responses to learning and education. Likewise in some homes where parents do not appreciate the requirements for effective learning and education, the learners may be so saddled with domestic activities and petty roadside after school that there would be no time for personal studies and a tendency of not doing school take home assignment. An expert counselor must always find skills and techniques that would enable learners to make maximum use of their time without isolating inculcation of good study habit.

Some scholars have observed that some Nigeria students have poor study habits. Poor study habits could result in little or no learning and identified as one of the major causes of students poor performance in examinations. It does not only retard school requirement, but also develops frustration, destroys initiative and confidence. Effective study habits ensure success, happiness and sense of accomplishment

(Fibersima, (2001) Anameze, (2002) Eweninyi, (2002)). Studies of Obaseero and Ayodele (2012), Ayodele and Adebisi (2013), Nouhi, Shakoori and Nakhei (2008), Bochler, Schwind, Folse, Dunmington, Markwell and Dutta (2001) on effect of study habits and academic performance, they all observed that study habit had significant effect on students academic performance.

Management of social media

Social media usage among learners in all levels of education is nothing to write home about. Ron-Jones in Ogbe (2014) defines social media as a category of online media where people are talking, participating, sharing, networking and booking online. Animaschum (2015) identifies that the social media commonly used in Nigeria include facebook, 2go, yahoo messenger, BBM, Netlog, Badoo, Eskimo, Twitter, Nimbuzz amongst others. And that they all offers users unrestricted access to chat with friends, relations and other acquaintances. Only very few students and individuals make proper use of these listed social media. Many studies have confirmed a lot on the impact of the impact of the negative usage. Such studies and observations of: Researchers at the Mirian Hospital's centers for behavioral and preventive medicine shows a link between social media use and poor academic performance (Carter, 2014). Internet sites may expose teenagers to early sex (Frazier, 2014). University of Illinois at Chicago School of Medicine and Animal Study showed social isolation impaired brain hormones which is the likely reason socially isolated people experience tremendous levels of stress, aggression, anxiety and other mental issues (Carter, 2014, Frazier, 2014). A 2010 case in western reserve school of medicine study showed hyper networking (more than three hours on social networks per day) and hyper texting (more than 120 text messages per day) correlated with unhealthy behaviors in teens, including drinking, smoking and sexual activity. Hyper networking was also associated with depression, substance abuse, poor sleep patterns, suicide and poor academic performance (Norton, 2014). To Keen (2014) it reduces students motivational level. They rely on the virtual environment instead of gaining practical knowledge from the real world. Walsh (2014), it wastes time and that students who spent the most time using social media had fewer academic behaviors such as completing homework and attending class, lower academic confidence and more problems affecting their school work, like lack of sleep and substance use. There are huge studies on social media and negative effects. Early intervention of the counselor at primary school level would go a long way in controlling the usage before the learners proceed to secondary school.

Focus of Guidance and Counseling

Learners are to be given guidance and counseling services on:
Development of self-awareness, self training, creativity, and time management skills and techniques.

Assisting learners to acquire effective study skills and techniques, reading, writing and numeracy culture.

Team spirit development, social media usage, selfless service, information gathering and management.

Guidance and Counseling Strategies/Techniques

Groups and individual guidance and Counseling for parents and learners

Intensive community campaign on the importance of creating awareness to parent to understand the mental and creativity needs of their wards through school news letter, new forum and magazines, etc. Educating both parents and learners on sources of valuable information, how to collect and collate information on how to form clubs or societies, where their needs should be give due attention. Encourage parents and learners to attend career workshops, conferences, seminar, etc so as to update their knowledge schools should be assisted on how to organize career exhibition and visitation. Given parent's orientation on how to consult school management to discuss their problems and that of their wards. Parental education on the importance of referral service, due process and proper placement in the right class or career. Educating both teachers and parents through workshop, seminar and conference on how to ensure friendly environment at home and school.

Conclusion

The end product of education at any level is human being and not commodity. There is need to provide lifelong education to the learners by laying solid foundation at the primary education through guidance and counseling. Pre-mature preparation of the learners at the primary level have done more harm in the recession of educational, social, political and economical sectors of the nation. Learners need to mature in their understanding, their acceptance and their sense of responsibility regarding themselves. They need to grow in their understanding of education and work through an increasing mature interactions with their environment. There is need for them to mature in learning how to make wise choices, plan their lives sensation, solve their problems in a rational manner with a high sense of moral values. These can only be achieved at the primary school level through the help of guidance counselors.

Recommendations

1. Empowerment of qualified counselors in primary schools
2. Inclusion of guidance and counseling in the school time-table.
3. Intensive supervision of teachers and learners activities in primary schools.
4. Organized teaching of arts, play, music and children's literature in schools.
5. Establishment of guidance and counseling units in both state and local government education offices.

6. Establishment of effective parents teachers association/meeting.
7. Teaching of child's rights acts in primary schools.

References

- Akinwale, O, Adeneye, A, Omotala, D, Manafa, O, Idowu, T, Adewale, B, Sulyman, M.S. & Akande, D. (2009) *Parents Perception and Practices Relating to Parent-Child Communication on Sexuality in Lagos, Nigeria*. Journal of family and reproductive health 3.4.123 – 128.
- Anameze, C.M. (2009). *Study habits modification program for Nigeria adolescent students in the new millennium*. In R.U.N. Okonkwo & Okoye (Edo). *The Nigerian Adolescent in Perspective*, Lagos. The Onwuka and Sons Publishers.
- Animasahum R.A. (2015) *The Effect of Social Media on the Academic Performance of Nigerian Youths*. The Counselor Volume 34, (2) 73-79.
- Ayodele, C.S. & Adebisi, D.R. (2013). Study habits as influence of academic performance of university undergraduates in Nigeria. Research journal in organizational psychology and education studies, 2(3) 72-75. Retrieve 3, August 2013 from www.emerginyresources.org.
- Berger, K.G. (2005). *The Development Person*, New York: Worth Publishers.
- Bochler, M.L. Schwin, C.J Folse, R, Dunnington, G, Markwell, S & Dulta, S. (2001) An Evaluation of Study habit of third year medical students in a surgical clerkship. The American Journal of Surgery 18(3) 2001) 268-271.
- Carter, D. (2014) *Social Media has Negative Impact on Academic Performance*. Wordpress.com.socail-media-negative-academic-performance.
- Chinweuba, H.N. (2011) *Effects of Cognitive-Restructuring and self-monitoring on bullying behavior among students*, unpublished Ph.D Thesis. University of Nigeria Nsukka.
- Denga, H.M (2002) *Counseling: A Panacea for Child Abuse and Neglect in Nigeria*. Report of OMEP world council and conference 7-11 October, ICC, Durban, South Africa, pp 42-43.

- Ebochukwu, E.O & Ekanem, I.B (2008) *Attitude of Nigeria secondary school adolescents toward sexual practices implications for counseling practices*. European Journal of scientific research 22,2,177-183.
- Ezigbo, J.P. (2002) *Child Abuse Poverty*. Enugu Dimension Publishers.
- Education for All (2000) *World Education Form Education for all in the Americas*. Regional Framework of Action Santa Domingos, February 10-12-2000, in the Dakar.
- Eweniyi, G.D. (2002). *The Efficacy of Moral Religious Counseling in Checking Examination Malpractice among Secondary School Students in Ogun State*. The Nigerian Journal of Guidance and Counseling, 8 (1) 47-60.
- Federal Republic of Nigeria (2004) *National Policy on Education*, Abuja; NERDC Press Ltd.
- Field, S, Sarver, M.D, & Shaw, S.F. (2003) *Self-Determination*. A Key to Success in Post Secondary Education for Students with Learning Disabilities, Remedies and Special Education 24 (6), 339-349.
- Fibersima, D. (2001). *Types and Effects of Examination Malpractices amongst Adolescents*. In R.U.N. Okonkwo and R.O. Okoye (Ed), *The Nigerian Adolescent in-perspective*. Lagos: Onwuka Publishers.
- Framework for action education for all: making our collective commitment Dakar, Senegal, World education forum.
- Frazier, K (2014). *Negative Impact of Social Networkinsites*. Socialnetworking.lovetoknow.com/negative-impact-of-social-networking-sites.
- Galtung, J, (2004) *Transcend and Transform: An introduction to conflict work*, Lodon; Pluto Press.
- Gupta, L.C. & Gupta, K. (2013) *Sex and Sexuality*. Everything you need to know about sex education. Nigeria, Benin City: Beulahland Publications.
- Goby 23 (2012). *Study habits*. Study mode.com. retrieved 03,2012 from <http://www.studymode.com/essays/study-habits932809.html>.

Ikeagu, C.N. (2005) *Psychological Skills for monitoring bullying behaviors as perceived by primary school teachers in Aguata Education Zone*. The Educational Psychologist. 2(1), 51-53.

Keen, A. (2014) *What are the Effects of Social Media on our Youths*. Hub pages.downtoearthadvice.hubpages.com/hub/effects-of-social-media-on-our-youth.

Kizlik, B. (2006). Effective study skills. How to study and make the most of your time. Retrieved 2006 from <http://a.ik/howtostudy> and make the most of your time [htm.sclinks](http://a.ik/howtostudy).

Lannap, A.I. (2004) Guidance services in the school system. In A.L. Lannap (Ed). *Issues in Guidance and Counseling in Primary Schools*. Jos: University Press.

Medahunsi, S.O. (2002). *Fostering Positive Reading Habits for children at home through computers: The role of parents*. Ilorin Journal of Education, 21,55-64.

National Population Commission Nigeria (NPC & ORC Macro (2004). *Nigeria Demographic and Health Survey 1998*. Calverton, Maryland: National Population Commission & ORC Macro.

Nickel, P. (2005) *Family Values may be responsible for bullying*. Studio Psychological, 37(1), 31-34.

Norton, M (2014). *The Dangerous Impact of Social Media and the Rise of Mental Illness*. [Thenectweb.com/socialmedia/2014/05/10/dangerous-impacts-social-media-rise-mental-illness](http://thenectweb.com/socialmedia/2014/05/10/dangerous-impacts-social-media-rise-mental-illness).

Nwamuo, P.A & Ekwe, A.O (2015) *Counseling Intervention for Managing Invisible Disabilities among young people*. The counselor, vol. 34, (1) 2015, 47-48.

Nouhi, E., Shakoori, A & Nakhei, N. (2008) *Study habits and skills and academic achievement of students in Kerman University of Medical Sciences*. Journal of Medical Education Summer and Fall 2008 12 (3) 4.

Obasoro, C.B. & Ayodele, I.O. (2012). *Effect of Study habit on students' academic performance*, Journal of Resourcefulness and distinction 1 (1)

- Onyemachi, H.O. (2000) *Guidance needs of primary school pupils as perceived by teachers* in Imo State. Unpublished M.Ed thesis submitted to university of Port-Harcourt Rivers State.
- Ogbe, U. (2014). *Social Media and Nigerian Youths*. Daily Sun, Tuesday, 27th May, 2014, www.sunnewonline.com
- Okorodudu, R.I. (2006) *Education and reorientation for good citizenship in Nation Building: Counseling-psychological approach*, Benin City: Ethiope Publishing Corporation.
- Omeje, J.C. & Okere, A.U. (2009) *Inclusion of Family Education in school curriculum perception of parent and students* in Nsukka Urban. International Journal of Education Research (INJER) vol. 9 (1) 43-49.
- Oladepo, O. & William, B. (2000) *Sexual Attitudes and behavior of male secondary school students in rural and urban areas* of Oyo State, Nigeria. Africa Journal of Reproductive Health, 4 (2), 21-34.
- Osuji A. I (2007) *Marital Problems in Contemporary Nigeria Japher Acrana* Vol 1, February, 29.
- Ryan, J. (2011) *Reducing the Involvement of youths in violence: Programming note* steinberge, I. (2000). Youth Violence: Do parents and families make defence National Institute of Justice Journal, USA.
- Sharp, C. (2004) *Developing young children's creativity: What can we learn from research?* National Foundation for Education Research 32,5-12.
- Sumola, A.M, Dipeolu, M, Babalola, S & Out, A.D. (2004) *Reproductive, Sexual and Contraceptive behavior of adolescents* in Niger State, Nigeria. African Journal of Reproductive Health 6 (3), 82-92.
- Walch, J. (2014). *Social Media in Higher Education: Pros.cons.45-51 and overall impact*. Journal of Emerging Adulthood 6,4,45-51.