



## Guidance Counselling and Social Studies Education: Impetus for National Rebirth in the Wake of Social Milieu in Nigeria

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### Abstract

*This paper discusses Guidance and counselling; and Social Studies Education in relationship to national rebirth and nation building viz their roles in sensitizing the Nigerian students on the need for behaviour modification and general attitudinal restructuring for the main purpose of nation building and national transformation. In the context of this, the paper is centred on the concept of guidance and Counselling, Social Studies Education national rebirth, nation building, behavioural factors that negate nation building and the place of Guidance Counselling and Social Studies as well as the various strategies applicable to the two subject areas in preparing the learners nation building. On the basis of the issues discussed, the paper made recommendations that Government at all levels should be committed to education development through the employment of qualified counsellors and social Studies educators for effective citizenship orientation in Nigeria to achieve the desired result, provision of office accommodation and other working tools to the counsellors, adequate funding of education by government at all levels, etc.*

**Keywords:** Guidance & Counselling, Social Studies Education, National Rebirth, Nation Building

### Introduction

Recent trend of events, eroded and degradation of worth-while value system characterized by political unrest and insecurity with their attendance socio-economic ills have made it clear that quality education is inevitable in Nigeria. This is because quality education instils character development and worth-while moral values in the recipients as the basis for self-esteem and a road map for making substantive contribution to nation building and national transformation. As a matter of fact, education is a fundamental right of every citizen, not only in Nigeria but the world over. In this context, Kazi (2012) posited that many nations of the world have used education as an instrument of changing a better and effective functioning member of its society. Education is a long term investment by the state to make itself better place in which to live and better to make a living. (Tinja, Yahaya, Tijani & Usman, 2021)

Realizing the implications of the above expositions, the outlines the following educational objectives in the National Policy on Education (Federal Republic of Nigeria, 2008)-

1. The inculcation of national consciousness and national unity,

2. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society,

3. The training of the mind in the understanding of the world around: and

4. The acquisition of appropriate skills-mental and physical as equipment for the individual to live in and contribute to the development of the society.

Deduce from the above objectives, it could be said that socio-cultural, political and economic advancement of any given nation is hinged on quality education for all irrespective of gender, age, tribe and religion. It is worth mentioning at this juncture that Guidance counselling and Social Studies education as integral part of general education that fit into the achievement process of the above noble objectives. Thus, guidance counselling and Social Studies meeting point remains the concerted effort to inculcate discipline, sense dedication and commitment to nation building into the fabric of the Nigerian society through formal and informal strategy and system. While Guidance and Counselling as an applied field of psychology in which the counsellors use both behavioural and cognitive knowledge to render help to people in need irrespective of age, professional engagement, tribal affiliation, religious and socio-economic



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status. According to Tinja, Yahaya, Tijani & Usman, (2021), Social Studies education remains a focal point in citizenship development through define value system in Nigeria.

It has been established beyond any iota of doubt that Nigeria is gradually becoming a lawless, and abode of banditry, kidnapping, armed robbery, incessant killing: and country eluded by peace and security. Hence, the clarion call for national rebirth and nation building as essential part of national development are geared towards sensitization of the citizens on the need for developing high sense of unity of purpose, love, loyalty to the state via constituted authority, tolerance cooperation, unity, and understanding. Guidance counselling and Social Studies education serve as platform for providing psycho-social support for the Nigerian youths as basis for national rebirth nation building. Supporting the above thought pattern, Tinja, et al (2021) stated unequivocally that the current situation in Nigeria where wanton killing, destruction of both private and government properties, raping, ritual acts, drug abuse, human trafficking, embezzlement of public funds, ethnic crises, ineffective leadership and poor followership are highly celebrated calls for national re-birth and nation building process. In view of the above this background, this paper discusses guidance, counselling and Social Studies education as impetus for national rebirth in the wake of social milieu in Nigeria

### **Concept of Guidance and Counselling**

Guidance and counselling is a programme designed to assist the individuals to realize their potentials for self-development in an ever changing society like Nigerian society. Edet (2008) opined that the term guidance and counselling have been loosely or interchangeably used. He sees guidance has been broader than counselling which includes counselling as one of its services. Tijani & Mohammed (2019) referred to these 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 potential. Guidance and counselling is therefore designed to help

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individuals/students in their different problems and concerns, so that they grow up well-adjusted individuals capable not only of living productive lives, but are also prepared to contribute their quota to the development of their society.

Tinja, Babaji and Abubakar (2020) opined that Guidance and Counselling is geared towards equipping the learners with social virtues such as tolerance, co-operation and spirit of togetherness as basis to engender peace and harmony in the society through effective school guidance programme. Thus the main points of guidance and counselling in Nigeria in line with the opinion of Tinja, Yahaya, Tijani and Usman (2021) is social adjustment within the framework of potential development of the individual through awareness of his or her abilities and weaknesses for making meaningful contributions to national transformation. In an attempt to render quality service to humanity, Guidance and Counselling operate on the following essential principles:

- i. Respect for the principle of confidentiality. Confidentiality in the opinion of Ndayidde, Edinance and Kasirye (2014) simply means keeping secret information about somebody. Confidentiality constitutes the central focus in counselling practice. Thus any information about client during the professional interaction or relation must be disclose after careful consideration of the need for its disclosure to any appropriate agency such as parents, medical practitioners, another counsellor, etc. as the case warrants.
- ii. Organized behaviour: This simply means readiness, alertness and level of preparedness of a counsellor in his/her professional callings. This includes developing desirable professional attitudes such as approachability, humility and having value for human dignity.
- iii. Commitment to meet the needs of the client irrespective of time and resources is an important ethics and virtues of professional counsellor. Meeting the needs requires or demands the counsellor to make realistic alternative possibilities of solving problems of the client.
- iv. It is professionally demand of a counsellor to be a man or woman of



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integrity, maturity and admirable character. Counselling must be provided in way that ensures human dignity and worth. The full and adequate development of the individual must be given preference by the counsellor

### **Social Studies Education**

Social Studies curriculum is designed to inculcate worth-while national values geared towards accelerated transformation into the students to enable them live and contribute meaningfully to the advancement of their immediate communities particularly and Nigeria as a democratic society. Social Studies education is a vanguard for inculcation of values tolerance, patriotism, hard work, open-mindedness, respect for the rule of law, and other values which are meant to produce balanced, effective citizens and reliable Nigeria work force for efficiency and national productivity. In a clearer perspective, the introduction of Social Studies was:

- i. Designed for functional citizenship for national development.
- ii. Introduced to correct the irrelevant colonial educational system which was based on compartmentalization of knowledge, facts and theories. Hence, it is meant to inculcate socially approved desirable value systems, attitudes, ideals and philosophies needed for national growth and development.
- iii. Introduced to cushion the effects of civil war of 1967-70 which called for reconstruction, rehabilitation and reconciliation of Nigerians through the inculcation of desirable values as loyalty, unity and new commitment to nation building.
- iv. Introduced to promote democratic principles and values such as respect for constituted authorities, loyalty to Nigeria as young democratic entity, love, broadmindedness and open-mindedness, willingness to live together as people of Nigeria, tolerance of others and considerations for peoples' opinions, rational utilization of both human and material resources, assisting accident victims; helping the law enforcement agencies to curb crime, high level of co-operation for national development, patriotism, self-discipline and piety, Justice, productivity, fair-play, sincerity, hard-work, orderliness, confidence,

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trustworthiness, diligence, patience, and perseverance, among others. in Nigeria through its unique and interdisciplinary approach. (Tijani and Yaro, 2019)

According to Ibe (2007) Social Studies is aimed at providing the students with the necessary skills competent enough to deal with the rapid changes in social life, social values, increasing barriers to the peace in which the world is progressively getting computerized.

### **Concept of National Rebirth and Nation Building**

National rebirth is a paradigm shift from the old method of doing things which have become almost a tradition to a more robust ways of thinking. National rebirth is a new order and a departure from a retrogressive to progressive in socio-political and economic engagement of a given nation. According to Chris (2021) National rebirth refers to the regeneration of battered country to improve the standard of living of the nation. National rebirth from the political angle refers to remodelling of the state of the nation or democratic dispensation to reflect constitutionalism duly recognize citizenship rights and duties, protection of fundamental rights, including socio-economic rights and so on. According to Tinja, Yahaya, Tijani and Usman, (2021) National rebirth is a reviving process of systemic failure, attitudinal restructuring and reawakening of the mindset of the citizenry. It is a change process and fundamental approach to nation building and national transformation. Rebirth refers to a change that leads to a new period of growth and improvement deliberately engendered. There is no doubt that Nigeria requires a purposefully rebirth, reform, restructuring and re-orientation for socio- cultural, political and economic transformation. Hence, Unity in diversity, love, peace and patriotic that once defined our existence in Nigeria must be brought back. National rebirth is an evolvement of new thinking and action pattern necessary for national growth and development. It aims at citizenship development through attitudinal restructuring and behavioural adjustment with a view to lay a foundation for ethical and moral development nation building in Nigeria Mezieobi as cited in Kazi (2012) defined nation building as the transformation of the



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poor socio-economic conditions of the mass of the people through the formation, planning and implementation of attribute, better life, functional and productive socio-economic programmes and policies. Tijani, Bogo and Aderibigbe in Tijani and Yaro (2019) perceived nation building as a political cum economic concept that is synonymous with citizenship orientation. According to them, nation building can be seen from two dimensional angles as:-

- a. It is concerned with loyalty to the constituted authority and respect for national constitution. (National Consciousness)
- b. It bothers on general acceptability and integration of all ethnic groups in a state as vital elements of the country that must live and work together for the achievement of common goal of mankind. Therefore, national integration constitutes vital element in an effort to building a nation/ Nigeria where peace and tranquillity reigns supreme.

Tinja, et al (2021) conceived nation building as a variable key for engendering political stability, national integration and socio-economic transformation in all ramifications. Nation building is a pre-requisite for accelerated national development which Kazi (2012) perceives as full participation of the citizenry in the political, social, economic and technological affair of their country. From the point of view of this paper, nation building is the genuine integration of all ethnic groups in Nigeria in actions, thoughts and feelings to sustaining democratic ideals of a nation and defend its sovereignty (both internal and external) to achieve national transformation. It is an integral and core value national development that showcase an appreciably high level of national consciousness to bring Nigerians together to build an indivisible nation for the benefit of the up-coming generations.

### **Behavioural Factors that Negate Nation Building**

Development of a nation depends on the behavioural disposition of its citizens. There has been a persistent erosion of values in the society. (Tinja, et al, 2021). In the present day context, according to Yaduma (2014) certain values need to be redefined and reinstated. There are situations when the

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values imparted and inculcated in schools are not generally practiced in society. This has led to the moral degeneration in our society Nigeria in recent time. In line with the Yaduma submission, The negative thoughts and actions of the Nigerian youths have culminated into maladjusted behaviours such as:-

- i. Vandalism of government properties
- ii. Corruption within the polity
- iii. Kidnapping
- iv. Political thug
- v. Armed robbery
- vi. Raping
- vii. Human trafficking and child labour
- viii. Religious bigotry
- ix. High level of illiteracy, among other behaviour disorder affecting nation building in Nigeria

Considering the above, Nigeria is in need of a rebirth to engender social transformation There is no doubt that the negative impacts of the above social vices as no place could be said to be free from the socio-economic challenges occasioned by those social menace. The problem of Nigeria goes beyond the ineffective utilization of national resource but attitudinal, moral and value degradation that have kept the nation far away from development. Therefore, the slogan “Change Begins with Me” as attitudinal restructuring strategy must reflect in every facet of Nigerians’ life. The veritable instruments to engender new order in Nigeria is packaged in Guidance Counselling and Social Studies education

### **Guidance Counselling and Social Studies Education for Nation Building**

The introduction and development of guidance counselling and Social Studies as school programme was a starting point of a plan to make Nigerian children benefit maximally from the academic activities, which in turns leads to self-reliance and national productivity. The reason being that quality education is a powerful mechanism for achieving any developmental programme. Therefore, the place of these two academic areas in the attainment of peace, security for national rebirth and nation building is unquantifiable. Guidance and Counselling is geared towards equipping the learners with worth-while attitudes and values acceptable in the society. Okonkwo and Anagbogu



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(2008) opined that counselling is a process of helping a troubled person to understand his or herself and his work so as to feel and behave in more personally satisfying manner. Thus, the interest in guidance and counselling word Nigeria in the opinion of Tinja et al (2020) is personal adjustment through well designed orientation and compliance to social norms. In this direction, Counselling service as essential part of the school programmes is designed to render assistance to the students in terms of their intellectual abilities, emotional dispositions, social and psychological needs to enable them cope with the challenges of a modern world. It is pertinent at this juncture to state that nation building has constituted a perennial problem to Nigeria as a sovereign state. It seems things have fallen apart and the centre has refused to hold in Nigeria despite her abundant human and mineral resources. It has become glaring in recent time that resources of a country is as useless as nothing in the wake of absolutely lack of effective citizens with qualitative behavioural disposition and worth-while moral values.

On the other hand, Social Studies education is a life-long educational process that does not only inculcate knowledge to the learners but packaged with worth -while and invaluable skills needed for the survival of the recipients in their interaction with the environment. Thus in the 21<sup>st</sup> century Nigerian society, students require adequate knowledge, values, desirable attitude and skills acquisition to create in them sense of social responsibility as requisite make positive contributions to national development in Nigeria. Social Studies education is geared towards-

1. developing capacity to learn basic skills including those of listening, reading, speaking, writing and calculation together with those of observation, analysis and inference which are essentials to the formulation of sound judgment;
2. ensuring the acquisition of the relevant body of knowledge and information which is an essential requisite to personal development and the making of positive contribution to the betterment of the society as a whole;
3. creating an awareness and understanding of our physical environment and the evolving society and cultural processes;

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4. developing the ability for a national utilization of our cultural development;
5. Appreciating the diversity and inter-dependence of all members of the local and the national communities and the need for co-operation for the unity of the country and international understanding;
6. inculcating positive attitude and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation
7. inculcating the spirit of harmonious living into the Nigerian child within the frame of unity in diversity;
8. Developing in the learners the sense of appreciating the cultural heritage of Nigeria as a political entity; and
9. Developing in learners' high sense of inter-dependency of the entire human race as well as the dignity and values of human labour. (Tijani and Yaro, 2019).

In view of this exposition, Guidance and Counselling and Social Studies education are packaged with value added and behavioural strategies aimed at molding the youths for self-development, nationalistic orientation and nation building. Some these strategies are briefly discussed below:

### **Guidance and Counselling Orientation Services**

Orientation service is designed to assist students to adjust better when in new environments. At the commencement of each school year, many new students often need orientation in primary, secondary and tertiary institutions. Through orientation, new students are made to adjust emotionally, mentally, socially, and physical to their new environment. (Tinja et al, 2020) Activities that constitute orientation service include group lectures, film show, discussions on school rules and regulations and services, interactive sessions with key functionaries of the new school, field-trips and visits to major sections of the new school, etc (Kolo, 1992) Orientation Strategies is used to sensitise students on the need to tolerate and respect not only their fellow students but people generally irrespective of gender, physical disabilities and social status. UNESCO (2000) and Braddock (2001) asserted that the purpose of guidance and counselling in schools is to improve academic achievement,



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foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. Orientation is designed for the students develop sense of respect for constituted authority, fulfil self-realization, better human relationships; and develop worth-while attitudes and moral values of nation builders and vanguards of national unity and development in Nigeria. A well-coordinated orientation builds up the human, the family, the community, the society and the nation at large.

### **Dramatization counselling Strategy**

As the name implies, dramatization counselling strategy deals with acting a play. It is a typical reflection of socio-cultural reality in the society that bothers on the adjustment of mind set and behaviour at large. Tijani & Yaro (2019) refer to a drama as a process whereby learners are given opportunity to express themselves in an artistic manner. It involves drumming, singing, dancing, miming, and other related activities that can bring excitement to people. It involves actors, actresses and spectators. According to Okam (2002) dramatization method represents a most effective technique for stimulating and building-up the interest of pupils in terms of their learning activities. Examples of dramatization include miming, play-let and role-playing.

The relevance of dramatization to this paper lies in the fact that factors that constitute nation building can be dramatized by the learners under the strict guidance of a counsellor. Here, the counsellor prepares a written script, with titles such as “Effective Citizens of Nigeria”, assigns roles and allows the learners to rehearse and stage the play. This could be followed by a discussion so that the learners can derive adequate lessons with far reaching implications on nation building and national development from the play. The counselling therapy includes a discussion and questioning session by members of the class based on the drama presented. This allows the both Counsellors and Social Studies educator to draw students’ attention to the silent points involved in the drama. The lesson learned in the drama can be an everlasting experience.

### **Discussion Counselling Strategy**

Discussion Strategy is one of the effective counselling strategies adopts by the

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counsellors in Nigerian Schools Discussion strategy is categorized into two. Namely, Whole Class discussion and group discussion. Irrespective of the category, Ogunbiyi (2000) opined that discussion strategy is characterized by reflective thinking, problem solving, critical thinking, inductive, deductive reasoning, discovery and guide. Discussion can be applied to counsel used students against attitudes that constitute set back to nation building and national transformation such as vandalism, kidnapping, ethnic crisis, rapping, and host of other social menace in Nigeria. Here, topics on the negative attitudes to nation building are put forward for discussion. In this arrangement, the learners (participants) are expected to contribute their views on the issue under the guide of a Counsellor and Social Studies educator. Based on their responses, students are counsel on the desirable attitudes and values not only needed for nation building but essentially necessary for national growth and development in Nigeria.

### **Behaviour Modification Strategy**

Behaviour modification is the response of an organism to a stimulus and based on that response, judgment is passed as to the normalcy or otherwise of that behaviour. Behaviour modification is the use of learning theory principles to alter maladaptive behaviour (Kolo, 1992). Behaviour modification is used not only to eliminate behaviours that are socially deviant but also to develop and increase socially desirable behaviour (Okoli, 2002). This technique is a potent instrument of counselling and advocating for love, empathy, tolerance, hard work within the framework of unity in the school and the nation at large. Counsellors and Social Studies can use this strategy to create awareness on problems and prospects of nation building and the need for effective citizens in Nigeria According to Tijani and Tinja (2016) this approach is capable of making students adjust their negative behaviour towards learning and their future development.

The effective application of the above strategies by Guidance Counsellor and Social Studies educator must be in line with their knowledge of the national objectives/philosophies and aspirations as well as knowledge of psychological formation of the



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learners. However, for effective counselling and Social Studies instruction, the school should be free from the following challenges:-

1. Insufficient professional counsellors to implement counselling services in schools. In such a situation, students are left to take decision about their educational, vocational and social development without proper and adequate guidance. Lack of effective counselling in schools have paved way for social vices such as stealing, bullying, drug abuse, sexual harassment, cultism, hooliganism, lack of respect for constituted authority, examination misconduct and other negative behaviours that constitute threat to human community and national development.
2. Insufficient professional Social Studies educators in the Nigerian institution
3. Lack of commitment and practical support towards the implementation of counselling programme at the state and federal levels of governance to adequately plan and evaluate the Nigerian schools with a view to employ counsellors and provide them with basic facilities such as offices adequately equipped with furniture, file cabinet, television, refrigerators, DVD, satellite facilities for effective counseling is inimical to the development learners in an inclusive education
4. Inadequate funding in terms of material infrastructural development
5. Lack of initiative by the school principals and heads of primary schools. The fact that there is no professional counsellor (s) in a school is not strong a convincing evidence to allow pupils/ students go astray as it is the case many Nigerian schools. Therefore, this kind of situation is detrimental not only to curb stigma in an inclusive education but total development of the learners involved
6. Guidance Counsellors are considered as teaching staff and given subjects to teach (in primary and secondary schools).

### **Conclusion**

From the foregoing discussion, Guidance counselling and Social Studies are programmes of school instruction aimed at developing people's potentials and modify behaviour in such a way that create enabling

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environment for people to operate irrespective age and status. The problems of nation building seek immediate solutions and demand a realistic co-ordination among the school, Counsellors, Social Studies educators and the learners in view of the current socio-economic situations inimical to national development. Nigeria's problem is not lack of national resources but unprogressive attitudes. Hence, the concern in counselling is to modify, change learners' behaviour, and provide information relating to desirable Social virtues and mutual relationship among people as basis for societal growth and development. Therefore, the youths need to be guided and counsel towards developmental culture that involves the dignity of work, dignity of life, the spirit of tolerance, hard work, respect for law and order skills, among other values Nigerian society needs for socio-political transformation.

### **Recommendations**

1. Government at all levels should be committed to the implementation of guidance and counselling programme by employing qualified counsellors to achieve the desired result.
2. Office accommodation and other working tools should be provided for the counsellors by the government to enhance their performance in schools.
3. Since the qualified Guidance-Counsellors are not easy to come by, training programme should be organized for some selected number of staff in each primary school. This would enable the pupils to be motivated for active academic and desired attitudinal behaviour.
4. The school authorities should make sure that Counsellors or Career teachers are relieved from teaching activities in order to ensure counselling effectiveness.
5. Government should also employ qualified Social Studies teachers in the Nigerian institutions for proper citizenship development
6. Federal and State government should be committed to education development through adequate funding and provision of instructional materials for the benefit of the nation
7. There should collaborative work between school G & C unit and Social Studies Unit



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in each school for the realization of educational goals.

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