**Chapter 2. Literature Review**

Guidance, Counselling and Mentoring is as important as academic education received in secondary schools. This is true because it helps direct/refine the student(s) in making better career choice, improve academic performance, enlighten them on acceptable behavioral and moral norms of the society, help provide a remediation for issues faced by students and acts as a contact point for issues perceived in the school and society at large to be treated.

The literature will show the usefulness of Guidance, Counselling and Mentoring to secondary schools, the benefits attached to an online system to help facilitate reachability in the modern era due to the overwhelming number of students to counsellor ratio, challenges faced in carrying out Guidance Counselling and Mentoring services in Nigeria and a study on similar existing applications in close relation to the project with the functionalities they have.

**2.1. Historical Perspective**

The Nigerian Government introduced Guidance and Counselling to her education system in 1981. The National Policy on Education made inclusion of Guidance and Counselling in the policy document. The document stated that in Post-Primary institutions, career officers and counsellor’s appointment must be prioritized, and the government will continue to make provisions for the training of these appointed personnel as well as teachers interested in Guidance and Counselling (FGN, 1981).

Stokes (1986) reported that there is an abundance of evidence that, through history, humankind has sought advice and counsel from those possessing superior knowledge, insights and experience to themselves. It could therefore be suggested that chieftains and elders of tribes thus were the first counterparts of counsellors. The sharing of economic and survival enterprises in such times limited the need for career and occupational guidance counselling services.

The use of technology in academic advising may introduce greater accountability and may provide better services to students. The benefits of the use of technology in academic advising enable administrators to be student centred (Kramer & McCauley 1995). Technology is helpful to advisors and advisees in that it contributes to assisting in making better-informed decisions and improved services.

The African Association for Guidance and Counselling (AAGC) revealed in its report that students in African schools that were surveyed had a number of prevalent problems which consisted of abuse of drugs, high drop-out rate, poor academic performances. The AAGC concluded that guidance and counselling should be strengthened in secondary schools, and practiced in the African context. Here, African context refers to where problems are solved with the help of members of the system(s) where the problem(s) occur such as family, community or school as the individuals in these settings have no power of decision making on their own (AAGC, 2002).

Heisserer (2002) reported that numerous skills are critical for successful academic advising, among which is the regular faculty-student contact or the one-to-one relationship between the advisee and advisor, which provides an opportunity for the student to build a personal link with the institution.

Grupe (2002) designed an expert system which was used to advise students on their academic strength and what best area for them to focus on as a major in the University. This system was possible through the use of artificial intelligence and the advising-based system. Through computational analysis, the system was able to compute students grades and actively indicated areas where several students performed better. This computational analysis provided a basis for which a student’s major to be focused on in the University was provided.

Egbochukwu, (2008) reported in her book that there is a need for formal guidance and counselling through specialization noting that there is a vast difference between traditional guidance (received through head of families, church leaders) and formal guidance. The author further revealed that the specialization can only be achieved through standard training in a University citing the revised National Policy on Education which was made public in 1984.

Shrestha et al. (2009) revealed in their work the transition of face-to-face to e-Mentoring. The authors showed that it is absolute vital for technology to be used in the mentoring process as it provides for reachability when participants cannot make in office appointments. The authors concluded that E-Mentoring should not take over the overall mentoring process rather it should be a part of the process as face-to-face sessions are highly needed on certain instances and both methods of offering mentorship provide their respective benefits.

Richard (2009) revealed the effects of using technology infrastructure such as the internet for counselling. The results showed that participation and responsiveness among students in Universities increased as the idea of using the internet via a computer or mobile phone to schedule appointment, message, video conference made it easier for students to participate and open up about issues that require counselling. The author further revealed that findings from several studies in the area of online counselling have positively evaluated working alliance between the counsellors and participants as the participants felt collaborative building trust over time with the counsellor. He further revealed that online counselling provided helpfulness, positive impact levels on participants, client improvement and a good satisfaction level after evaluation was conducted on those who had received support via online counselling. However, no constructive conclusion was made on which is better between online counselling and face-to-face counselling. The author recommended inclusion of online counselling to help facilitate the overall guidance and counselling process as it provides many advantages as opposed to a few questions raised about its deliverability of service to the participant(s).

**2.2 Current Perspective**

Ryzin (2010) in his work “Secondary School Advisors as Mentors and Secondary Attachment Figures” made conclusions that advisor-student relationships in which the advisor serves as an attachment figure can promote more positive school-related outcomes. Students who nominated their advisor as a secondary attachment figure were more engaged in school and developed more quickly in terms of academic achievement and adjustment.

Feghali, et al., (2011) resolved for A Web-based Decision Support Tool for Academic Advising (the Online Advisor) that helps advisors and students make better use of an already present

university student information system. The system enables users, with proper authorization, to view a student’s transcript and enter grades for student assignments and exams. It provides information about all courses taken by a student and the courses that still need to be met for that student to finish his/her degree. The Online Advisor gives the advisor and the student one interface with three separate views on the current academic situation of the student in real time.

Wayman (2012) revealed in the Irish Times HealthPlus newspaper article on the 9th of October 2012 that the main flash points in a student’s life are in first year and then around the time of the State exams as it gets students overwhelmed. Support is needed to assist students in this situation, with proper guidance and counselling, students can be set on a path by the counsellor as regards academic excellence, mental well-being and behaviour. A student adviser/mentor can assist students and peers on their past experiences.

Peer mentoring schemes involve experienced students supporting and guiding first-year students, helping them to integrate into university life (Burton, et al., 2013). Senior students that are academically proficient in Secondary schools can mentor first year students, peers/students lacking academic excellence(any class), giving them insights/guidance on academic grounds, behavioural advice and other personal life experiences.

Arowolo (2013) investigated the problems facing Guidance and Counselling services in Nigerian secondary schools. The author drew conclusions from surveying a number of Guidance Counsellors within Nasarawa state secondary schools. He revealed that the major problems limiting the effective administration and success of Guidance, Counselling and Mentoring are; lack of resources and fund, experience level of school’s Guidance and Counsellor personnel, poor attitude of principal and other staff towards Guidance, Counselling and Mentoring activities.

A study by Joseph (2015) revealed that students in secondary schools face a number of challenging problems that require Guidance, Counselling and Mentoring. The author stated that these challenges are a setback for students in secondary schools which required swift and proper attention in order to remediate them. These challenges were; drug abuse, attentiveness and academic performance, behavioural and social-cultural norms, sexual violence and assault. This finding was a constructive finding after a survey was taken which provided results in line with other researchers findings over the years.

A research by Egbo (2015) showed that a number of challenges affected the success of guidance and counselling practices in secondary schools in Enugu, Nigeria. The challenges revealed by the author are; Principal’s uncooperative attitude towards counselling, lack of resources and fund, experience level of guidance counsellors. This finding is in line with previous discovery made by Arowolo.

Opeyemi, et al.,(2015) revealed a list of problems facing the execution of guidance and counsellors’ duties. The major setbacks listed by the authors were; overwhelming student to counsellor ratio and poor resource and fund allocation to the process. The authors proposed for a web-hosted service to assist counsellors with the overwhelming number of students they have to attend to.

Vivekananda and Satish (2016) proposed in their work an E-Mentoring System which aimed at fundamental improvements on the traditional based process of mentoring in order to improve the performance of students by assisting mentors to understand the problems of students more effectively and easily via the proposed E-Mentoring system. The authors argued that there is some debate about which works better, whether to have formal, institutional structure for mentoring (traditional mentoring) or allow for the situations of online mentoring. Implementing both concurrently would work better as online mentoring or guidance and counselling via online alone would not play well in secondary schools as that personal touch/face to face communication is needed as well. Mentoring also requires in depth psychological expertise from the counsellor/mentor. Discussing certain problems online may be difficult for the student as trust and a comfortable environment where the student sees the mentor/counsellor as a friend is needed.

Tuazon and Tacuban (2017) conducted a research to find a meaningful integration of ICT in delivering guidance services and counselling for the benefit of potential clients. The Online database management of guidance records for effective and immediate access of data to follow-up students was an online system designed to be implemented in all of the school’s campuses. Since the system is online, all guidance counsellors from all campuses can secure an account to access the system as well as all the students in each campus. The Data Management System encapsulates processing of the Student’s Information Profiles, Routine Interviews, Exit Interviews, and Graduate Tracking records.

A Proposed Model for a Web-Based Academic Advising System was conducted by Afify and Nasr (2017). The researchers surveyed the existing literature; as utilized that many institutions have implemented computerized solutions in order to enhance their overall advising experience. In this paper the researchers proposed for an automated mechanism for academic advising in the university system. The paper presents an overview of the development and implementation of a new model of e-Academic Advising System as a web-based application. The proposed model attempts to develop a model that the staff and advisor can access to follow-up the student complaints and suggestions. Also, the students who registered can through complain, evaluate & suggest in any subject. Finally, the head of the department can receive reports to follow-up his department. This research was focused on a whole school approach and puts focus into online advising for students to save time due to the ratio of students to advisers.

**2.3 Case Studies on Existing Similar Applications**

**University of Limerick Personal Advisor Support System (PASS)**

The aim PASS is to develop a network of concerned lecturers with adequate resources to deal with the difficulties faced by students in University of Limerick. The University via its Access Office (Student Affairs) provides a range of support services including financial, academic and personal supports. The system is intended for use both by new staff, students and those who have been acting as advisors for some time. The system provides general information to students as well as an advising forum with a referral service included. Upon successful login students are able to view who their assigned advisor is, how and when they can meet. Meetings are arranged for individuals with specific issues that need one-to-one communication and also in groups to assist a group of students with similar problems and help boost a sense of belonging among them.

A SharePoint site is used as access for the university staff who are advisors under PASS to be able to communicate with students. The system provides advisors with a documentation on how to meet with students, respond to students’ problems and how best to refer students for further support.

PASS is composed of five (5) sections:

* Resources Map: This folder contains a map of the resources provided on the PASS Resources SharePoint site and an introduction document to the site.
* Documentation: This folder contains the most up to date information and guidelines document about the PASS. How advisees are allocated to advisors operationally is explained. Recent evaluations conducted with staff and students.
* Resources for Advisors: This folder contains resources for advisors when meeting students and/ or when seeking information for students. There is a handout for advisors outlining key information for students, both new and existing. A range of options are provided to facilitate meeting with students. There is a resource with some prompts for discussion topics and/ or sharing information in meetings with students. An internal transfer video recorded by the First Year Support Coordinator is included for information.
* UL Communications to 1st Years on PASS: This folder documents the central communication to students about their advisor and PASS.
* Key background & institutional information: This folder contains the information used for Faculty PASS Information Sessions as completed. It also contains some additional information about Qualitative Comparative Analysis and resources from sessions held with students. The Student Counselling Department in UL have provided a document on recognising and assisting disturbed or disturbing students for staff (University of Limerick, 2018).

**BetterHelp**

This web application provides counselling for individuals (teens and adults) and couples. It provides users with the ability to communicate with an assigned counsellor via live messaging, chat, phone and video sessions. The system provides a questionnaire form for all applicants. This form gives the counsellor and overall view of the participant(s) which helps streamline problems to be addressed and most suitable counsellor to be assigned to the candidate. Candidates are able to book appointments for live sessions once a counsellor has been assigned. A biography of the counsellor is made public to the candidate and a rating system via reviews is enabled. Candidate is able to change counsellor upon filling a questionnaire form providing reasons why the assigned counsellor is not right for the candidate.

The system is able to send reminder messages for scheduled live session and also notification messages when counsellor sends a message. This system is works on a subscription-based plan with three (3) plans; 75 Euro Weekly, 240 Euro Monthly and 480 Euro billed quarterly. It is also available on mobile phones via the Android Play Store and Apple Play Store (BetterHelp, 2019).

**Online-Therapy.com**

This is a counselling solution provided via the internet. This service is focused on candidate who are 18+ providing them counselling services for several problems such as relationship issues, depression, anxiety, weight loss. The system provides for a range of tools to communicate with an assigned counsellor as well as ability for candidates to view and make comments/post about activities on the public social community.

The system provides for messaging and live chats as well as a personal online journal for users. A computer based test in the form of questionnaire is provided for candidates prior to appointments in order for therapist to understand problem(s).

This system is subscription-based with three options; Basic (31.96 Euro weekly) which has limited use of system features, Standard (47.96 Euro weekly) which gives an extra live chat session per week and Premium (63.96 Euro weekly) which provides candidates two extra live sessions per week and express replies. The system works via a web application as well as mobile application available of Android and iOS devices (Online-Therapy.com, 2019).

**TeenCounselling**

This system is solely designed for provision of counselling services for teens. It involves parents(s) active participation as registration is done by the Parent(s) on behalf of the teen. After registration is completed, the child’s problem is discussed via a questionnaire form in order for proper counsellor assignment to be made based on the child’s specific needs.

Once matching been made, a licensed therapist discusses the issues outlined in the questionnaire with the Parent(s) and discuss various counselling goals and methods available. Upon approval from parent, the child is invited to connect with counsellor using text, phone or video sessions.

This system provides for a structured and supervised counselling process with active involvement of all participants. This system also provides for in office counselling if a face-to-face session is needed. The charges on the system usage are 260 United States Dollar (USD) monthly for online services and 600 USD monthly for the inclusion of in office counselling with online services (TeenCounselling, 2019).

**7Cups**

This system provides a medium for emotional support to be provided to people free of charge for 24 hours and also for professional online therapy by a licensed therapist for 33 USD a week. The emotional support section allows for anonymous online chat within the forum as the system has trained volunteer listeners available 24/7 to give emotional support on several issues over online chat. The forum provides a community of users where support posts can be made publicly in order to continually offer moral and motivational support to members.

The professional online therapy provides a questionnaire form to be filled which gathers answers in relation to problem(s) being faced by participant that requires counselling. Once this has been established, a proper match is made with a counsellor that fits the need(s) of the participant. A mobile application via Android and iOS store is also available for usage (7Cups, 2019).

**2.4. Chapter Summary**

The literature shows that the Nigerian Government saw the importance of making inclusions in its national policy for Guidance, Counselling and Mentoring in Nigerian secondary schools. A number of researches also showed the positive impacts this inclusion provides the student. These researches where provided citing the historical and current perspectives.

Findings about the state of Guidance, Counselling and Mentoring in Nigeria showed that Guidance Counsellors face a lot of problems in executing their jobs. These problems were mainly resources/budget related and responsiveness of school heads (Principals). This tallies with the analyzed results of the structured interview conducted previously and clearly shows the current state of Guidance, Counselling and Mentoring services in Nigeria.

The literature further showed the benefits an inclusion of technology (ICT/internet) provides to Guidance, Counselling and Mentoring with existing similar applications available globally that have proven to be effective in providing reachability, satisfaction and improvements in participants. TeenCounselling was one of the existing systems that has a very close relationship with the project because this system is solely designed for teens and works with parent(s) active participation and supervision.

In the next chapter, the Analysis phase of the application will be discussed and the Conceptual model for the gathered system requirements will be presented using Object Oriented Unified Modelling Language (UML) diagrams.

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