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PROMOTION OF CIRCULAR ECONOMY PROGRAMME IMPLEMENTATION IN NIGERIAN SCHOOLS: IMPLICATION FOR GUIDANCE AND COUNSELLING

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Abstract

The paper examined the roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools. Employing secondary data from both online and print publications, the paper concluded that guidance and counselling teachers are playing critical role in promoting the teaching and learning of circular economy principles, as they are able to provide guidance and support to students, educators, and school administrators. Through their expertise and knowledge, these teachers are able to effectively integrate circular economy concepts into the curriculum, create innovative teaching methods, and foster a culture of sustainability within the school community. Based on the findings, the paper recommends that the government should create special roles for the guidance and counselling teachers in the schools on the implementation of the circular economy because their involvement are critical for the success of the implementation of circular economy in the schools in Nigeria.

Keyword: Circular Economy, Guidance and counselling teachers, Implementation, Schools

Introduction

A school is a social institutions for implementation of teaching and learning and other extra-curriculum activities. A school is an institutions designed for impartation of knowledge. A school is a micro part of the society curve out for the purpose of teaching and learning. A school is a formal and non-formal institutions that brings together teachers, students and school administrators for the purpose of teaching and learning. A school is considered a second home for students, and teachers as a second set of parents (Ogunode, Edinoh, & Olatunde-Aiyedun, 2023).

The School is an organized social institutions meant for impartation of knowledge. The purpose or objective of the school is to provide a medium were instructors meet with learners to effect cane of behaviors. The School provide avenue for conducive teaching and learning to take place between the teachers, s and students. The Schools are designed to have service providers (school administrators, teachers and non-teaching staff) and services receiver (learners). The School stakeholders which include school administrators, teachers and non-teaching staff are providing services that demands tem to always upgrade their skills and knowledge (Ogunode, et al 2023).

The social is a social institution that is comprises students, teachers, non-teaching and school administrators. The activities and actions of these school stakeholders leads to climate change. Recent studies have shown that school activities play a significant role in contributing to climate change. These activities include transportation to and from school, energy consumption in school buildings, and waste generation. Additionally, extracurricular activities such as sports events and field trips also have a significant impact on the environment.

Transportation to and from school, whether it be by personal vehicle or school bus, contributes to greenhouse gas emissions which are a major driver of climate change. Similarly, the energy consumption in school buildings, such as electricity and heating, adds to the overall carbon footprint. Furthermore, the waste generated from school activities, including paper, food, and plastic, contributes to pollution and further exacerbates climate change (Olatunde-Aiyedun, Olatunde, & Ogunode 2025).

Extracurricular activities, though beneficial for students' development, can also have negative environmental impacts. The transportation required for sports events and field trips can significantly increase carbon emissions. Additionally, the use of resources, such as water and energy, during these activities can also have a detrimental effect on the environment (Ogunode, Ukozor, & Ayoko, 2025). With the escalation of environmental defiance such as climate change, the deterioration of natural resources, and the increment in waste, the CE has emerged as one of the modern and innovative resolution to achieve this balancing (Ganawi, 2025).

The implementation of a circular economy program in Nigerian schools can be promoted by utilizing the expertise and knowledge of guidance and counselling teachers. These teachers can play a vital role in educating students about the importance of sustainable practices and how they can be incorporated into daily life. It is based on this that this study seeks to examine roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools.

Literature Review

Concept of Guidance and Counselling Teachers

Guidance and counseling teachers play a crucial role in supporting the academic and personal growth of students. These educators are trained professionals who provide guidance and support

to students in areas such as academic planning, career development, and personal well-being. They work closely with students to identify their individual needs and provide them with the necessary resources and support to achieve their goals. Guidance and counseling teachers also collaborate with other educators and parents to create a comprehensive support system for students. Through their expertise and guidance, they contribute to the academic success and personal development of students, helping them to become well-rounded and successful individuals.

Suleiman, Olanrenwaju, & Suleiman, (2019) Cited Busari who listed the following Guidance services bellow:

Appraisal Service:

Involves the use of psychometric instruments to gather data on individuals to enable both the counsellor and the individuals concerned to understand themselves. Using the appropriate appraisal procedure using the test or non-test techniques, the individual can be opened-up to him. He is thus in a better position to understand his strengths and weaknesses, and consequently can make more realistic and effective choices

Placement Service: Refers to assistance given to an individual to make adjustment to the next stage of life development (Olayinka, Odediran, 2014). In secondary school, student's placement may means secondary adjustment in further education or adjustment in a job after secondary education. Placement therefore refers to the next steps, either in educational pursuit or in pursuit or in vocational pursuit. Individuals need to be placed in educational or vocational field that relate to their interests, abilities and personalities.

Referral Service:

This is the act of transferring an individual to another person or agency providing different kind of assistance. Referral is made for the purpose of specialized assistance. Many referrals occur simply because the problem is beyond the scope of the services provided.

Orientation Service: This is provided to help students adjust better in any new environment. Many new students feel lost socially and psychologically because they no longer enjoy the psychological support of parents, friend and former teachers. Orientation service helps students to adjust during his critical transition period. The students are introduced to the physical plants, administrative setup, rules and regulations governing student conduct use of school facilities, teaching staff, and how the school guidance programme can serve their needs.

Evaluation Service:

The entire guidance programme in the school is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. Unlike the other guidance services, evaluation is not a direct service to the student but to the entire guidance programme.

Counselling Service:

Is a personalize dialogue or interview between the counsellor and counselee or client during which the client seeks expert assistance from the counsellor regarding the resolution of his problem. The Counselling service is personalized in the sense that usually, the client has a personal problem which requires privacy and confidentiality for discussion with a help expert. Such concerns may include emotional problems, family problems, sexual difficulties, marriage issues and other psychological problems (Hammed and Muraina, 2016). The Counselling service is the heart of guidance service and the most important central service of guidance.

Information Service:

This aims at providing students with better knowledge of educational decisions. Such decision might include whether to go for further education or not, what institution to attend, what courses to offer, what elective to take, which social association to belong etc. The sources of information service include the local community, the national sources as well as source from outside the country.

Follow-up Service:

This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was Yusuf Suleiman, established. This service is concerned essentially with successes, failures, problems and feedbacks from those who have benefited from the programme. The ultimate goal of follow-up and evaluation is to improve the programme or make those adjustments that have been indicated by the beneficiaries of the programme as necessary. Individuals need to understand what is required in the situation they are placed. In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and school, how they are adjusting into their new environment. Follow-up service helps the staff to better understand and improve their curriculum and methods (Suleiman, Olanrenwaju, & Suleiman, 2019).

The implementation of a circular economy in schools is a complex and important task that requires the support and guidance of well-equipped and knowledgeable teachers. As a result, the role of guidance and counselling teachers becomes even more significant as they play a crucial part in ensuring the success of this endeavor. These teachers are responsible for providing students with the necessary knowledge and skills to understand and embrace the circular economy principles. They also play an important role in helping students develop critical thinking and problem-solving skills, which are essential for implementing a circular economy. Moreover, guidance and counselling teachers can also provide valuable guidance and support to school administrators and other teachers, helping them effectively integrate circular economy practices into their curriculum. With their expertise and dedication, these teachers can truly make a difference in promoting a sustainable future for our schools and communities.

Concept of Circular Economy

Circular economy is a systematic process focusing on services and goods production, its utilization practices, consumption behaviour and recycling or reuse of the resources to minimize waste and maximize the use of resources. Circular economy deals with an organized and planned actions and activities to ensure regeneration of waste resources and ensuring by-product and materials are reuse by recycling and regenerating natural systems for sustainable environment (Ogunode, 2025). Circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended. In practice, it implies reducing waste to a minimum. When a product reaches the end of its life, its materials are kept within the economy wherever possible thanks to recycling. These can be productively used again and again, thereby creating further value. This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern. This model relies on large quantities of cheap, easily accessible materials and energy (European Union 2025).

Circular economy is the activities of closed-loop systems and it involves the following; products and materials are designed to be reused, recycled, or repurposed at the end of their life rather than being disposed of as waste; reduction of the amount of resources extracted from the environment and the amount of waste sent to landfills; presents economic opportunities by creating a closed-loop system, education services can save money on raw materials; reduction of waste disposal costs, and potentially develop new revenue streams from recycled to schools; and stimulate innovation as schools look for ways to design products that can be easily reused or recycled (Ogunode, 2025). Circular economy is a systematic process focusing on services and goods production, its utilization practices, consumption behaviour and recycling or reuse of the resources to minimize waste and maximize the use of resources. Circular economy deals with an organized and planned actions and activities to ensure regeneration of waste resources and ensuring by-product and materials are reuse by recycling and regenerating natural systems for sustainable environment (Ogunode, Ukozor, & Ayoko, 2025).

Circular economy is a system where materials never become waste and nature is regenerated. In a circular economy, products and materials are kept in circulation through processes like maintenance, reuse, refurbishment, remanufacture, recycling, and composting. The circular economy tackles climate change and other global challenges, like biodiversity loss, waste, and pollution, by decoupling economic activity from the consumption of finite resources. The circular economy is based on three principles that includes; driven by design: eliminate waste and pollution; circulate products and materials (at their highest value) and regenerate nature (Ellen MacArthur Foundation 2025). A circular economy is an economic system aimed at minimising waste and making the most of resources. Unlike the traditional linear economy, which follows a 'take, make, dispose' model, a circular economy focuses on reducing, reusing, and recycling materials to keep products, components, and materials at their highest utility and value at all times (Oknkwor, 2024; Ganawi, 2025).

Methods

The paper assess roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools. The paper is a position paper that adopted a systematic literature review-based method. The method allows to collect and review the related previous literature from various online sources. With the aid of digital platform, the researcher collected secondary information to generate knowledge on this topic from 2015-2025. The position paper followed qualitative narrative design method. The researcher has visited different online sites to collect the previous literature and analyze the literatures on roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools. The previous findings are critically analyzed and presented in different themes as on roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools.

Inclusion and exclusion criteria**Inclusion**

This output of the literatures on roles of guidance and counselling teachers in the implementation of circular economy in the Nigerian schools presents an in-depth study and result that can infer conclusion on the topic. The study includes: online publication; conference paper, journals sorted from from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib, SAGE, Nebraska and Springer (Adapted from Ogunode, 2025v).

Exclusion

Also, the literature review excludes information from edited books, preprints, monographs, information below 2015 and book chapters (Adapted from Ogunode, 2025).

Result and Discussion on roles of guidance and counselling teachers in promoting circular economy programme implementation in Nigerian schools.

- 1) The guidance and counselling teachers play a crucial role in promoting circular economy programme implementation in Nigerian schools. They are responsible for providing guidance and counselling to students, teachers, and other members of the school community on the importance and principles of circular economy. They help to raise awareness and understanding of the concept through organizing workshops, seminars, and other educational events.
- 2) Additionally, they collaborate with school administrators to incorporate circular economy principles into the curriculum and teaching methods. They also support students in developing innovative ideas and solutions for promoting circular economy in their schools and local communities.
- 3) Guidance and counselling teachers assist in the implementation and monitoring of circular economy projects in the school, ensuring that they are aligned with the overall goals and objectives. They also serve as mentors and guides for students, helping them to develop critical thinking and problem-solving skills that are essential for the successful implementation of circular economy initiatives.

4) Guidance and counselling teachers act as advocates for circular economy within and outside the school, promoting its benefits and encouraging others to adopt sustainable practices. Overall, the roles of guidance and counselling teachers are vital in promoting circular economy programme implementation in Nigerian schools, ensuring a more sustainable future for the country.

5) Guidance and counselling teachers can assist in the creation and implementation of workshops and programs that focus on promoting circular economy principles within the school community. By empowering these teachers to take an active role in promoting a circular economy, the implementation of such programs in Nigerian schools can be more effective and have a lasting impact.

6) Guidance and counselling teachers can also facilitate collaboration and partnerships with external organizations and stakeholders to enhance the impact and reach of circular economy programs in schools. With their important role in promoting the teaching and learning of circular economy principles, it is essential to prioritize the hiring and training of qualified guidance and counseling teachers in Nigerian schools.

Conclusion and Recommendations

In recent years, there has been an increase in the demand for guidance and counseling teachers in Nigerian schools, particularly those who can effectively promote and support the implementation of circular economy programs. These teachers play a critical role in promoting the teaching and learning of circular economy principles, as they are able to provide guidance and support to students, educators, and school administrators. Through their expertise and knowledge, these teachers are able to effectively integrate circular economy concepts into the curriculum, create innovative teaching methods, and foster a culture of sustainability within the school community. The government should create special roles for the guidance and counselling teachers in the schools on the implementation of the circular economy because their involvement are critical for the success of the implementation of circular economy in the schools in Nigeria.

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