Problems and Prospects of Guidance and Counselling Services in Secondary Schools in Jigawa State

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Abstract
This paper examined the problems and prospects of guidance and counselling services in secondary schools in Jigawa state. The paper discussed some concepts of guidance and counselling and the problems that militate against its services in Jigawa state. Some of which include: inadequate time, non-cooperative clients, lack of parental support, inadequate facilities, lack of funding, shortage of qualified personnel, inadequate support from school administration and stakeholders. Other issues discussed in the paper include the prospects to the problems of guidance and counselling services such as provision of trained counsellors, provision of adequate resources, provision of support to guidance counselling programmes, provision of adequate funds. It has been concluded that, most of the students of secondary schools in Jigawa state are facing with a lot of problems especially during counselling activities they are not responding to guidance and counselling services and counsellors are suffering from inadequate facilities and funds that are required for effective delivery of counselling services. Finally the paper recommended that, Guidance and counselling personnel should be well trained on how to carry out their duties by being sent to attend seminars and workshops to improve on their skills, Governments and other stakeholders should make provision for adequate materials and resources for use in the delivery of the services in the secondary schools of the state.

Keywords: Problems, Prospects, Guidance and Counselling
Introduction

Globally, guidance and counselling services are essential elements in discipline and management of people in all societies. It could be difficult for any society to function well without the exercise of discipline (UNESCO, 2016). Guidance and counselling services as a movement started in America at the beginning of the 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation’s Educational Scientific and Cultural Organization (UNESCO), were taken up (Summit, 1997).

Guidance and counselling are formalized actions taken by the school to make operations available to students. These services have been delimited by common agreements to provide a unique action which overlap minimally with other school functions. Guidance and counselling service are based on the fact that everybody at one time or the other need helps. So this help should be rendered unconditionally with empathic understand and free atmosphere. Also these services promote the personal-social planning and programming for student with special skills that helps to achieve the goals needed in the school setting (UNESCO, 2016:2). Guidance and counselling services are considered to be an initiative that has the primary objective of making available information and skills to impart self-awareness and optimal use of the student’s potential for holistic growth and development. In schools, students basically need guidance and counselling services to perform well academically and to solve their social and emotional challenges. The guidance and counselling services are initiated in schools to lead to improvements in the performances of the students, social and emotional adjustment, quality and standard of education. High school, college and university students seek guidance and counselling programs to acquire information about jobs and employment opportunities, enhancement of their growth, in leading to their development and looking for other opportunities. In order to benefit from guidance and counselling services, it is vital for the individuals to acquire a complete understanding of the knowledge and information and implement it in their lives (Mikaye, 2015).

Guidance and counseling is a specialized field which has a comprehensive range of activities and services, directed at supporting the individuals to recognize themselves, others school environmental conditions and acquire the abilities to adjust accordingly. The students are faced with many personal, academic, social and emotional problems when unattended and could lead to arrangement of unwanted behaviours. School guidance and counselling programs have therefore been introduced to assist the students to overcome and regulate to a host of social and emotional tasks they experienced at home and at school. Guidance and counselling services are offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted. Counselling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individual’s. Effective guidance and counselling service need to be based on a complete understanding of student’s experience. Thus effective guidance and counselling service are not only crucial for those students who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2017). Therefore all students would require guidance and counselling service in order to develop their academic,
social and personal competence. Counselling is also a method of behaviour change.

School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experienced at home and at school. Nyamwange (2015) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to indiscipline in secondary schools caused by their children (UNESCO, 2016:2). According to Mushaandja (2016) Counselling involves two individuals one seeking help and a professionally trained person helped and direct him solved problems towards a goals which needs to his maximum development and growth. Guidance and Counselling services are therefore required for individuals having development problems because of the handicap they suffer in any area of emotional either because of hereditary factors or environmental conditions.

The role of guidance and counselling services in the school system cannot be overemphasized, guidance and counselling have always played a leading role in terms of child’s development and improvement. For this reason guidance and counselling services helps in child’s development. According to Modo; Sanni; Uwah and Mogbo (2018) Guidance and counselling is one of the educational services that promotes the effectiveness of the educational system for goals attainment and guiding learners through the learning process. Guidance and counselling services has suffered a lot of problems in Jigawa state (Usman, 2018). Some of the problems include that of poor perception of the counsellor by school heads and colleagues, lack of provision in the curriculum of all levels of education and supervision at all levels, inadequate time for counsellors, non-corporative clients, inadequate of parental support, inadequate facilities, inadequate of funding, shortage of qualified personnel to mention just a few. There is need to tackle the problems facing guidance and counselling services to an appreciable level, especially our secondary schools education (Mogbo, 2016).

According to Mogbo (2016) lack of training physical facilities and resources and inadequacy of funds are problems which seem to derail the innovative effects of counsellors. Children are not encouraged by their parents to freely seek for guidance and counselling when necessary. They believe guidance and counselling is an invasion of their children’s privacy. Teacher counsellors are not well scheduled to meet learners for guidance and counselling and relevant reference materials and facilities are lacking.

UNESCO (2017); The Report on Education and Manpower Training, there is over burdening of counsellors who have the same teaching load as their colleagues who are not actively involved in guidance and counselling services, continue training for counsellors is often not consistent. The schools lack of enough funds due to fees arrears may cause delayed implementation of guidance and counselling services. The resource persons for guidance and counselling service are very scarce and can only be invited by the school principal and administrators. There is inadequate guidance and counselling man power in most of our schools.

Okola (2017) carried out a study on the factors hindering effective provision of guidance and counselling services in secondary schools of Delta state. The study revealed that: Secondary schools in the state have very few reference resources for guidance and counselling; trained personnel in this area are few or not available at all in various schools; most schools do not have sufficient funds to carry out the programme effectively and some teachers and head teachers avoid the
responsibility of running such a programme.

Problems Militating Against Access to Guidance and Counselling Services in Secondary Schools in Jigawa State

Inadequate Time

Inadequate time was the greatest problem to the implementation of the activities of guidance and counselling services in secondary schools. Most of secondary schools in Jigawa state needs for guidance and counselling activities (Usman, 2018). School time-table does not make provisions for guidance and counselling services. According to Low (2019) stated that any form of formal guidance and counselling services with professional counsellors should focus towards the requirement of the students. Lack of suitable space and time for counselling services was also a key problem. Non provision of counselling activity on the school timetable as a major problem of guidance and counselling services practice in our schools generally.

Non-Cooperative Clients

Counsellors identified non-cooperative clients as another problem that militates against the access to guidance and counselling services in secondary schools in Jigawa state (Usman, 2018). Also it was not possible to provide clients with counselling services without their maximum cooperation. This is consistent that learners were not willing to disclose their problems to be counselled by the counsellors because they did not trust the services providers. The non cooperation of clients perhaps due to negative attitudes towards guidance and counselling service. Nyamwange (2015) asserted that school head teachers and students generally had a negative attitude towards guidance and counselling services.

Lack of Parental Support

According to Usman (2018), counsellors need to be supported in carrying out innovative activities in most of the secondary schools in Jigawa state towards the provision of counselling services on the students. He also pointed out lack of parental support as a problem to guidance and counselling services in secondary schools of Jigawa state. Low (2019) view that, Uncooperative parents became an obstacle to the provision of guidance and counselling services in secondary schools at each level. A study by Oye (2018) noted that parents tend to avoid forums where their children privately discussed domestic issues with outsiders (teacher counsellors included) due to cultural reasons. Kimathi (2017) observed that no matter how committed and competent counsellors may be, he/she cannot provide effective guidance and counselling services without the cooperation of all the stakeholders in the secondary schools. The support of parents and society at large is crucial for the success of guidance and counselling services because it is only through their participation, most of the psycho-social problems of their children should be understand and proper for the solutions (Nyaga, 2016).

Inadequate Facilities

Availability of facilities both in terms of quality and quantity is necessary for effective and functional education. Ayis (2016) puts it that in some secondary schools, one can get 80 to 90 students in a small classroom. The overcrowded nature of classrooms today poses a great danger to teaching and learning (Haruna, 2015). In many of our secondary schools even the structures are not available not to talk of other facilities. Where they exist the buildings are dilapidated and in most cases grossly inadequate for the students. With these problems at the background guidance and counselling service cannot flourish.
Hence lack of these facilities makes guidance and counselling services almost impossible (Ayis, 2016).

Inadequate of facilities use in guidance and counselling services in secondary schools were the problems affecting the counsellors in Jigawa state (Usman, 2018). Most of the facilities required in guidance and counselling services includes an office space, bookshelves, drawers, files, reference books, guidance and counselling manuals and psychological test materials (Low, 2019). Achieng (2017) revealed that majority of the teachers who took part considered it as a problem. Inadequate facilities affect the implementation of guidance and counselling services in most of secondary schools. Ngumi (2018) noted that most of the learning institutions lacked facilities and reference materials used by the practicing counsellors. Anagbogu and Nwokolo (2015) revealed that most of the required facilities like computers, printers, projectors, counselling clinics, radios, televisions, slides, films, audiocassettes and videocassette recorders, generators and furniture were lacking in many of our secondary schools at each level.

Lack of Funding

Guidance and counselling is suffering from poor funding. Funding is a general phenomenon in the education industry. It is killing the system. Kolo (2017:22) puts it that:

Most unfortunate aspect of educational development in Nigeria is the thwarted approach to funding the system. The thwarted nature of funding, especially with the public schools system is in the resort to sole reliance on government been the only source of financing most inputs required for making the system work.

The issue of funding is the most important impediment to the provision of education in Nigeria Kolo (2017:22). Attahiru & Chukuma (2016) quoted Essein and Etokebe (2015) who states that education alone is presently gulping more than one third of the country’s budget, yet the sector is still under funded and lacking in essential infrastructures. This shows that despite government’s huge investment into education a lot has to be done.

Improved funding of guidance and counselling service is needed in all Nigerian secondary schools. The most pressing problem of guidance and counselling services is that lack of proper funding of education and its services. Scholars and counsellors have underscored the importance of adequate funding in guidance and counselling services. The programmes need adequate funding as to enables them to put up infrastructures and purchase the required facilities (Songok, Yungugnu and Mulinge, 2017).

Kafwa (2015) pointed out that a counsellor who has adequate and relevant materials tend to be more confident, effective and productive. Lack of finance was highlighted by counsellors as the top problem faced by most of the secondary schools especially during guidance and counselling sessions. Also it is obviously agreed that inadequate of funds cripple the activities of guidance and counselling services in our society. Okere (2015) observed that most of the counselling programmes in secondary schools are not properly funded. Usman (2018) agreed that financial constrain is a major problem to guidance and counselling services in most of the secondary schools in Jigawa state.

Shortage of Qualified Personnel

Population explosion inevitably leads to higher demand for counsellors. If counsellors are in short supply it means the students will merely go to schools and leave unattended to; (Kimathi, 2017). Attahiru
and Chukuma (2016) identify the problems that led to shortage of counsellors these are:
1. Poor condition of service in the teaching profession;
2. Low social status attached to the profession;
3. Availability of attractive jobs in the job market;
4. Drop in the number of people going into the counselling profession programme etc

The effect of shortage qualified counsellors in guidance and counselling activities is very high, lack of qualified personnel in teaching profession makes school administrators to use non professionals as counsellors which is not standard.

The success of guidance and counselling services in secondary schools it depends on the knowledge and attitudes of the providers (Kimathi, 2017). Training is therefore a central focus for the success in the activities of guidance and counselling services as positive attitudes that acquired from counsellors (Maputo & Nkoma, 2016). Shortage of qualified personnel has been raised by most of scholars (Nyamwange, 2016). Majority of the counsellors who participated were not obtained certificate in guidance and counselling and were thus considered as not adequately trained. Ngumi (2018) stated that, those teachers who undergone certificate courses do not cover sufficient guidance and counselling contents in their training programmes to enable them effectively render the guidance and counselling service, the number of professional trained counsellors offering the counselling services was very minimal.

Prospects to the problems of Guidance and Counselling Services in Secondary Schools

Provision of Trained Counsellors

To make learners have access to guidance and counselling programme, counsellors need to be trained about counselling services so as to foster knowledge on students that seeks professional help from them. Untrained counsellors are seen as inhibiting factor to learners in implementing guidance and counselling services in secondary schools across the state (Usman, 2018). Achieng (2017) pointed that this trend change only if more educationist can fosters their understanding of handling guidance and counselling services on issues and affairs imparted to guidance and counselling personnel. This will in turn give confidence to learners and develop interest in guidance and counselling services are part of educational programme.

Qualified personnel in guidance and counselling needs to be expanded to other fields Kolo (2017) says that the teacher education agenda required in Nigeria today
is one which is capable for reinventing programmes in teacher training institutions to become capable of attracting people to make career in teaching. Teaching profession need to be made more attractive to retrain teachers.

**Provision of Adequate Resources**

The adequate of guidance and counselling resources in the secondary schools is very essential to students. These resources enhance the provision of guidance and counselling services in order to assist students to develop their academic, social and personal competencies. For effective guidance and counselling services the following materials are needed: computer, career guidance programs, career choice exploration material, self-development resources, college catalogues, booklets, newsletters, brochures and pamphlets and well-furnished office space room that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse (Usman, 2018).

Resources like classrooms, desks and chairs, laboratories, libraries, instructional materials etc need to be provided in our secondary schools. This will help the guidance and counselling programme to boost the quality of teaching and learning process. Provision of facilities should be in line with population. Structures should be provided to accommodate the ever-increasing number of students (Ayis, 2016).

**Provision of Support to Guidance and Counselling Programmes**

Guidance and Counselling service is inherently an entity of a large organizational system, which are the administrative and instructional components in educational system in Jigawa state (Usman, 2018). They contributed towards the quality education for each student undergone the activities of guidance and counselling services. Kebeya (2016), pointed out that a good administrator has to appreciate and support the activities of guidance and counselling personnel available by providing them with the materials they required and help them to develop good working relationships with learners for the growth of guidance and counselling services in the schools.

**Provision of adequate funds:**

Expansion of the funding system is also a very important step in bringing about solution to the problems faced in guidance and counselling programmes. Adequate funds needs to be allocated for Guidance and counselling services to implement most of the activities carried out by the counsellors. This can only be done when the programme is well funded adequately. Provision of adequate fund to secondary schools by government, stakeholders and schools administrators it is very imperative in Jigawa state (Usman, 2018).

**Conclusion**

It has been concluded that, most of the students of secondary schools in Jigawa state are facing a lot of problems especially during counselling activities they were not cooperated during guidance and counseling service and counsellors are suffering from inadequate facilities and funds that will take care their activities, that is why most of the secondary school students have no or little information on how to stay peacefully and stable in their learning environment.

Also Guidance and counselling services is important in secondary schools and some of the services offered are educational guidance, career guidance, psychological and social guidance. The problems of guidance and counselling in the secondary schools of Jigawa state are therefore enormous. There is need for concerted effort by all stakeholders including: the Government, National and International donor agencies, the parents,
the teachers and the students to pool resources together to build a virile education system.

Quite number of problems faced guidance and counselling services includes inadequate time, uncooperative clients, lack of parental support, shortage of qualified staff, inadequate finance, inadequate guidance and counselling resources; negative attitude towards guidance and counselling from students and head teachers; lack of adequate support from stakeholders to guidance and counselling programmes; insufficient training of counsellors on guidance and counselling; and overburdening of counsellors with heavy teaching work load have sufficiently influenced of guidance and counselling services in Jigawa state.

Recommendations
1. Counsellors should be provided with adequate training and funds by the government and school administration.
2. Counsellors in various secondary schools in the state should organize moral counselling and advocacy sensitization programmes for the heads of the school, teachers, parents and entire society on proper awareness and re-orientation about counselling as discipline, roles and functions of counsellors.
3. There is need for the principals in secondary schools to put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office.
4. Guidance and counselling personnel should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their skills.
5. Governments and other interested stakeholders need to facilitate in the provision of adequate materials and resources are readily available for use in the provision of the services in the secondary schools of the state.

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