

## Perception of guidance teachers on factors affecting effective implementation of guidance and counseling service in secondary schools in Chanchaga local government area of Niger state, Nigeria

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### Abstract

This study investigates the perception of guidance teachers on factors affecting effective implementation of guidance and counselling service in secondary schools in Chanchaga Local Government Area of Niger State, Nigeria. The study used survey research design. Three research objectives and research questions were raised to guide the study while three hypotheses were formulated and tested at 0.05 level of significance. The population of the study comprise of 152 guidance teachers in all secondary schools in Chanchaga Local Government Area, of Niger State. 100 respondents were selected using multi stage sampling procedure. The instrument used in collecting data from respondents was titled 'Perception of Guidance Teachers on Factors Affecting Effective Implementation of Guidance Services in Secondary Schools Questionnaire (PGTFAEIGCSSQ)'. This instrument was adapted from Ngumbi (2014) with little modifications. The data collected from respondents were analyzed through the use of frequency counts and percentages, while t-test was used to analyze the research hypotheses. The findings from the study revealed no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in the secondary school in Chanchaga Local Government Area of Niger State on the basis of gender. The findings also revealed no significance difference between urban and rural guidance teachers on their perception on the effectiveness of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State. The findings further revealed no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in the secondary school in Chanchaga Local Government Area of Niger State on the basis of school type. It was recommended among others that professional guidance counsellors should be employed on full time basis; adequate time should be allocated in school timetable for guidance and counselling services; and the workload of school guidance counsellors should be reduced to address the challenges of guidance counsellors in implementing the guidance and counselling services in the secondary

**Keywords:** Perception, Guidance teachers, Guidance and counselling service

### Introduction

Guidance and counselling programme across all level of education provide opportunities for students to reach their full potential in the areas of educational, vocational, personal social and emotional development. The programme helps school going children to adjust meaningfully to the school environment, develop the ability to set realistic goals and improve on total education

programme. Considering the important of guidance and counselling in the life of every child, it is imperative for schools to consider the implementation of effective guidance and counselling programme to assist students discover their full potentials.

Lannap (2012) defined guidance and counselling as a means of helping individuals to understand and

use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life. For Sambo (2018), guidance and counselling are formal educational engagements taken by a school to make guidance efficient and accessible to learners. The philosophy behind guidance and counseling is that everyone needs help at one point or another. This help must be provided without conditions of empathy and in an atmosphere free from threats. The guidance and counselling services most commonly found in today's secondary schools are organized around the following; orientation service, appraisal service, information service, placement service, counselling service and follow-up service (Sambo, 2008). All of these services are geared towards helping students to adjust properly in school and discovered their full potentials

Despite the importance of guidance and counselling in schools, guidance and counselling teachers at secondary school are faced with challenges that hinder them from discharging their duties effectively. These factors include; lack of administrative support; problem of qualified teachers to provide guidance and counseling services to students in secondary schools; inadequate provision of counseling tools, equipments, functional facilities and materials for counselling in secondary schools; inadequate finance for guidance and counselling services; role ambiguity and conflict, among others. Inadequate provision of counseling tools, equipment's, functional facilities and materials for counselling in secondary schools are also factors that affects effective implementation of guidance and counselling services in secondary school.

The task of implementing functional guidance and counselling programme in secondary schools in Niger state, particularly Chanchaga Local government Area is a complex and difficult one due to some factors similar to the ones mention above. The researcher had observed in most of the secondary schools visited in Chanchaga Local

Government Area that, they do not have functional counselling programme and majority of the counsellors do not take their job seriously due to lack of enough resources such as guidance and counselling office, counseling tools and equipment's to work with, among others. These observations by the researcher agrees with Nweze and Ugochukwu (2014) who discovered that the counsellor are unable to perform their duties effectively due to inadequate functional facilities and materials to work with, negative attitudes of students to go for counselling, lack of policy framework on guidance and counselling, lack of incentives, too much workload for counsellors, leaving too little time for counselling are some of the challenges associated with the implementation of guidance and counseling. The result of all these is increase in students' involvement in social vices such as, stealing, truancy, drug addiction, exam malpractice, bullying and many others.

The present study is aimed at examining the perception of guidance teachers on factors affecting effective implementation of guidance and counselling service in secondary schools in Chanchaga Local Government Area of Niger State, Nigeria. The study is set out to examine difference in the factors affecting the effective implementation of guidance and counselling service as perceived by guidance teachers in secondary schools in Chanchaga Local Government Area of Niger State on the basis of gender. To examine difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in secondary schools in Chanchaga Local Government Area of Niger State on the basis of school location and to examine the differences in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in secondary school in Chanchaga Local Government Area of Niger State on the basis of school type (public & private schools).

## Literature Review

Okoye (2020) described guidance and counselling as a quasi-parental strategy of guiding the child towards behaviour or decision aimed at helping the child understand self and potentials. Ofojebe (2016) defined guidance as an act of assisting students to understand themselves and their environment. It helps an individual to discover self (his strength and weaknesses) in order to actualize his goals within the framework of his environment. The need to have functional guidance and counselling services in secondary schools in Chanchaga LGA cannot be underscored. The programme in most cases is faced with challenges such as lack of administrative support, inadequate finance, role ambiguity among others.

One important support crucial for institutionalizing and maintaining guidance and counselling programme in school is administrative support (Lambie & Williamson, 2004; Juma, 2015). School Administrators well informed about the role of guidance and counselling services support school counsellors and ensured they are assigned duties appropriate to their role, compared to administrators who are ignorant of the programme (Lambie & Williamson, 2004). Amatea and Clark (2015) submitted that in order for school counsellors to actualize their purpose, there is need for school administrators to support the programme. However, most administrators have little or no knowledge about the role of a school counsellor. Dodson (2009) found out that administrators with knowledge of guidance and counselling service see school counsellors as having a vital role to play in the school curriculum, in collaboration with teachers for better instructions in class and assisting children with discipline problems to overcome such problem and interpretation of student records compared to school administrators who are ignorant of the school guidance and counseling services.

Inadequate finance is another factor militating against full organization of guidance and counselling services in secondary schools in

Nigeria. Funding helps or plays a significant role in running any task or programme in school including the guidance programme. Role ambiguity is another factor militating against effective implementation of guidance and counseling services in secondary school. For Cervoni and DeLucia-Waak (2011), role ambiguity for secondary school counsellors comes in several forms and frequently inhibits personal wellness as it contributes to occupational stress and burnout (Cervoni & DeLucia-Waack, 2011). Role ambiguity exists when there is no clear understanding of the role of school counselors. School counsellors often have disagreement regarding their own ideas of school counseling against the day-to-day tasks they are asked to perform by the school principal. Heavy workload is another factor affecting full implementation of guidance and counselling services in secondary school. According to Juma (2015) counsellors lament that they work as class teachers at the same time as guidance counsellors. They are given periods that are the same with that of the class teachers, yet the school expect them to plan and provide guidance and counselling services.

Studies have been conducted by researchers in the past with regard to the difficulties encountered in executing the guidance and counselling programme in schools. Owino (2015) discovered that most counsellors in school lament about heavy teaching loads which do not allow them to function properly as counsellor, hence, rendering the guidance programme a failure. Other counsellors are self-critical about their competence or ability to practice since they are not sure of what to do in a counselling relationship (Pereira & Rekha, 2017). Karatas and Kaya (2015) observed that, despite all the task assigned to the school counsellors, they sometimes have to perform jobs that are not in line with their professional responsibilities. This is because of the discrimination the counsellor have to face from the school principals and teachers with regard to the school guidance and counselling services.

Sibandze and Mafumbate (2019) carried out study on problems teachers face in the implementation of guidance and counselling in Eswatini primary schools in Aboh-Mbaise Local Government Area of Imo State. The study used a multiple case study design. 27 respondents participated in the study. Data were collected through focus group discussions and interviews. A thematic analysis was used to analyze the data. The major findings of the study showed that guidance programme was affected by role ambiguity, inadequate resources to work with and inadequate supervision.

Mamman (2022) assessed problems affecting the effective implementation of guidance and counselling services in public senior secondary schools in Yobe state. The researcher employed descriptive survey design. The population of the study was 350. The sample of the study comprised 15 principals, 40 teachers and 35 counsellors selected using random sampling techniques. Percentage was used to analyze the data collected for the study. The findings revealed that Guidance and counselling units existed in the public secondary schools but not equipped with counselling facilities and professionally trained counsellors. (only para-counsellors). The study further revealed that principals and teachers in the schools were found to have negative attitude towards the implementation of guidance and counselling services.

Ngumbi (2014) conducted a research on problems faced by counsellors in implementing guidance programme in public schools in Kikuyu division in Kiambu District, Kenya. The research design employed was ex-post facto. The population was 200 counsellors and 60 principals. A sample of 60 counsellors and 10 Principals were selected from the population through stratified sampling and purposive sampling techniques. The data collected was analyzed using descriptive statistics, of frequency count and percentages. The study found that the inadequate counselling among counsellor and no administrative financial support to run the guidance programme. Other findings discovered lack of motivation and inadequate time

available for counsellor to provide guidance and counselling service in school.

Previous studies are silent on the problems faced by secondary school guidance teachers in the execution of counseling services in Chanchaga Local Government Area in particular and Niger State in general. Hence, there is urgent need to come up with researches on factors militating against full reorganization of the guidance and counselling programme with functional services in all secondary schools in Chanchaga Local Government Area of Niger State.

### Theoretical framework

This research is anchored by social exchange theory developed by Emerson 1976. The theory postulated that all relationships by individuals are built through qualitative interaction, assessment and considerations of alternatives (Emerson, 1976). For instance an individual who thinks the cost of relationship will surpass the intended benefit would decide to end such relationship. Some apply to the school guidance programme. When the school administrators believe that the cost of the programme will exceed the benefit they will derive, they may likely not support the programme. The theory tries to shed light on social dynamics and stability of relationship as proceedings that include negotiating exchanges between individuals.

In relating this theory to guidance the school guidance programme, the relationship postulated by Emerson this is the corporation and support the principal gives to the Guidance and Counselling programme including, finances, time allocated to the counsellor to carry out guidance services, supportive staff and facilities needed for execution of the programme. The counsellors are also expected to give their all to the Guidance and Counselling programme. They will only put in efforts in providing counselling services if other staff members and administrators are supportive. Nothing good will be gained from them if they feel demoralized. The students who are the main beneficiary of the guidance programme will also

appreciate the efforts being put in place to lead them to the right directions. Of course, they will only desire counsellors help if they believe the service provided will be beneficial to them. Without this impression all students will stay away. In which case, the school counselling programme entails social relationships and exchanges among these key players (teachers, teacher counsellors and the school principals.) An effective relationship among them in regard to the school guidance programme will result to a functional and effective school Guidance and Counselling programme. The social exchange can only be effective if the principal provide the necessary support, the counsellors are equipped professionally and the task they are given in school do not frustrate the guidance programme.

purposively selected to participate in this study. Also, simple random sampling method was used to select respondents from each sample school. The simple random sampling method was used in

### Methodology

Descriptive survey design was used in carrying out this study. The population of this study comprised of 152 guidance teachers in senior secondary school in Chanchaga Local Government Area of Niger State. This population includes male and female guidance teachers from rural and urban secondary schools in Chanchaga Local Government Area of Niger State. The sample size for this study was 100 respondents. In selecting the respondents for the study, multi-stage sampling procedure was used. Simple random sampling technique was employed to select 4 schools out of 16 senior secondary schools in Chanchaga Local Government Area of Niger State. 100 Male and female guidance teachers from rural and urban schools in Chanchaga Local Government Area of Niger State were

order to give equal chance to each student from sample school to be picked and participate in the study. The name of sample schools and the sample selected are presented in table 1 below:

**Table 1: Presents Name of Sample Schools and Sample Selected**

S/No	Name of the School	Sample selected
1.	Day Secondary School, Limawa	30
2.	Day Secondary School, Tunga, Minna	25
3.	Zarumai Model School, Minna	20
4.	Day Secondary School, Shata	25
	<b>Total</b>	<b>100</b>

The questionnaire used for data collection was Questionnaire titled 'Factors Affecting Effective Implementation of Guidance Services in Secondary Schools Questionnaire (FAEIGSSSQ). This instrument was adapted from Ngumbi (2014) with little modifications. This instrument was divided into two sections. Section 'A' contained the demographic information of the respondents while section 'B' contained items on factors affecting implementation of guidance services in secondary schools. The scoring of the instrument was based on a 4 points modified Likert scale of Strongly Agree (SA); Agree (A); Disagree (A); Strongly Disagree (SD). The validity of the research

instruments was determined by three experts from the Department of Counseling Psychology, Faculty of Education and Arts, Ibrahim Badamasi Babangida University, Lapai. Their observations, corrections were considered before the final draft of the instrument. To obtain the reliability of the instruments, pilot study was carried out at Day Secondary School Kwasau, Dutsen Kuran Gwari. Guidance teachers of this school share similar characteristics with the respondents of schools selected for the study. Test re-tests method of reliability was used. 20 copies of the Questionnaires were administered to 20 guidance teachers and after 3 weeks the same instruments were re-

administered to the same 20 students. The two sets of the data were correlated through the use of Pearson product moment correlation co-efficient, and the reliability co-efficient value was 0.78, thus the instrument was considered suitable for the study. The data collected were subjected to statistical analysis. The demographic information of the respondents was analyzed through the use of frequency counts and percentages, while the Mean score and standard deviations was used to answer the research questions raised for the study.

**Results**

**Hypothesis One:** There is no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in senior secondary schools in Chanchaga Local Government Area of Niger State on the basis of gender.

**Table 2: t-test Comparison of the Mean Scores of Male and Female respondents on Factors Affecting the Effective Implementation of Guidance and Counselling Services as Perceived by Guidance teachers**

Variable (P)	N	Mean	SD	df	t-value	Sig
Male	50	25.32	3.53	98	10.28	0.073
Female	50	24.84	3.32			

Not Significant at 0.05 levels of significance

The result in table 2 revealed that t-value is 10.28, p = 0.073. Since the p-value is greater than 0.05 levels of significance hypothesis one is retained. This indicated that there is no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in the secondary schools in Chanchaga Local Government Area of Niger State on the basis of gender.

**Hypothesis Two:** There is no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in senior secondary schools in Chanchaga Local Government Area of Niger State on the basis of location.

**Table 3: T-test comparison of the Mean Scores of Urban and Rural Students on Factors Affecting the Effective Implementation of Guidance and Counselling Services as Perceived by Guidance Teachers**

Variable	N	Mean	SD	df	t-value	Sig (P)
Urban	75	20.35	4.29	98	8.79	0.098
Rural	25	21.62	3.48			

Not Significant at 0.05 levels of significance

The result in Table 3 revealed that t-value is 8.79 while p is 0.098. Since the p-value is greater than 0.05 levels of significance, hypothesis two is retained. This indicates that there is no significance difference between urban and rural guidance teachers on their perception on the effectiveness

of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State.

**Hypothesis Three:** There is no significant difference in the factors affecting the effective implementation of guidance and counselling services as perceived by guidance teachers in

senior secondary school in Chanchaga Local Government Area of Niger State on the basis of school type (public & private schools).

**Table 4: t-test Comparison of the Mean Scores of Public and Private Students on Factors Affecting the Effective Implementation of Guidance and Counselling Services as Perceived by Guidance Teachers**

Variable	N	Mean	SD	df	t-value	P-value
Public	50	23.62	3.59	98	9.61	0.262
Private	50	21.32	3.64			

Not Significant at 0.05 levels

The result in Table 3 revealed that t-value is 9.61, while  $p = 0.262$ . Since the p-value is greater than 0.05 levels of significance, hypothesis three is retained. This indicates that there is no significance difference between public and private guidance teachers on their perception on the effectiveness of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State.

### Discussion

The finding of hypothesis one revealed that There is no significance difference between male and female guidance teachers on their perception on the effectiveness of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State. This finding is in line with the finding of Ngumbi (2014) who carried out a study on challenges facing counsellors in implementing guidance and counselling services in public schools in Kikuyu division in Kiambu District, Kenya and reported that significant difference was not found between male and female respondents on their opinion which they both agreed that counsellors did not have adequate guidance and counselling skills, lacked sufficient administrative support, especially on financial provision to run the guidance and counselling services to students, lack of motivation of counsellors, and inadequate time to provide guidance and counselling services effectively. This finding also agreed with the finding of Monicah and Boitt (2016) who reported that lack

of time and funding, inadequate facilities, uncooperative clients and lack of qualified personnel were among the challenges facing the implementation of the guidance and counselling programme. This finding also supported the finding of Sibandze and Mafumbate (2019) who studied challenges teachers face in the implementation of guidance and counselling in Eswatini primary schools in Aboh-Mbaise Local Government Area of Imo State and reported that guidance and counselling is affected by role ambiguity for guidance and counselling teachers, lack of required resources and inadequate supervision.

The finding of hypotheses two revealed that there is no significance difference between urban and rural guidance teachers on their perception on the effectiveness of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State. This finding supported the finding of Arowolo (2015) who studied problems facing implementation of guidance and counselling services in secondary schools in Lafia, Nasarawa State, Nigeria and reported that there was significant difference in the perception of counsellors' towards the challenges they encounter in schools on the basis of school location. This finding also agreed with the finding of Usman and Umar (2022) who discovered no significant difference in the services offered by the guidance programme based on location.

The finding of hypothesis three showed no significance difference in the perception of guidance teachers on the effectiveness of guidance and counselling services in secondary schools in Chanchaga Local Government Area of Niger State on the bases of of school type (public and Private). This finding supported the findings of earlier researchers such as Ngumbi (2014), Boitt (2016) and Mamman (2022) who examined the challenges in the implementation of the guidance and counselling programme in schools and reported that both public and private schools faced similar challenges in the execution of guidance and counselling services in secondary schools. The finding also agreed with the finding of Usman and Umar (2022) who discovered no significant difference between public and private secondary schools in Gashua Education Zone as regard to rendering of guidance services such as referral and follow-up services to students.

### Conclusions

The researchers concludes that, the study will go a long way in enriching professional school guidance counsellors with the knowledge needed in executing guidance and counselling services in all secondary schools in Chanchaga LGA and will also assist education planners, plan and structure school curriculum in a way that will capture guidance and counselling programme just as stipulated in the Nigeria National Policy on Education.

### Recommendations

Based on the findings of this study, the researchers recommended the following:

- 1) Professional guidance counsellors should be recruited on full time basis with adequate time allocated in the school timetable for guidance and counselling services.
- 2) The workload of school counsellors should be reduced to ensure maximum participation and execution of the guidance and counselling

- 3) School administrators in both rural and urban schools should ensure constant allocation of funds for guidance and counselling programme.
- 4) Government should ensure professional counsellors specialize in providing guidance and counselling services for male and female students are deployed in all secondary schools in Chanchaga LGA of Niger State

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