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ASSESSMENT OF COUNSELLORS' PERSONAL AND ADMINISTRATIVE CHALLENGES FACING GUIDANCE AND COUNSELLING SERVICES IN SENIOR SECONDARY SCHOOLS IN YOLA EDUCATION ZONE OF ADAMAWA STATE, NIGERIA

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Abstract

This study assessed counsellors' personal and administrative challenges facing guidance and counselling programme in Yola Education Zone of Adamawa State, Nigeria. The study was guided by two research questions and two research hypotheses. The study adopted a survey research design. The population of the study comprised of 177 respondents in 204 senior secondary schools; of which census sampling technique was used to select all the population as sample for the study. A self-developed questionnaire was validated and trial tested using Cronbach Alpha reliability to show an internal co-efficient of 0.886, which meant that the instrument was reliable. The data gathered were analyzed using descriptive statistic of frequencies, mean and standard deviation to answer the research questions, while t-test and ANOVA were used to test the null hypotheses. The finding of the study revealed that there is a significant difference in the mean response scores among senior secondary school counsellors on the counsellors' personal challenges facing guidance and counselling services in Yola Education Zone of Adamawa State, with $t = -3.13$, when $p = 0.00$. Also, that there is a significant difference in the mean response scores among senior secondary school counsellors on the administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State, with $F(2, 170) = 52.02$, $p = 0.00$. Thus, the study concludes that counsellors' personal challenges and administrative challenges both affect the provision of guidance and counselling services in senior secondary schools within the Yola Education Zone. The study therefore recommends amongst others that school management should provide regular opportunities for professional development and training for school counsellors, in order to address skill gaps, and enhance counsellor's effectiveness and prevent burnout.

Keywords: *Counsellors' Personal Challenges; Administrative Challenges; Guidance and Counselling Services; Senior Secondary Schools; Yola Education Zone*

1.0 INTRODUCTION

For decades now, the Nigerian Education system has experienced some bias towards over reliance on education programmes that are academically-oriented rather than vocationally-oriented (Brown, 2018). This reliance has not only affected the quality of graduates produced but also their suitability for job placement. Hence, the initiation of guidance and counselling services by the Nigerian Government in schools to help improve the performances of students; academically, socially and also through emotional adjustment to the quality and standard of education in the country. Sheriff, Tune, Agbomakha, Abdurashed and Dandare (2020) defined guidance and counselling as group-based support for students and workers. Guidance and counselling are crucial to discipline and management worldwide. Eremie and Jackson (2019) stated that the guidance and counselling services helps students develop effective study habits, identify learning or subject-related problems, see the relevance of school years in life and for the future, and develop skills, right attitudes, and interests to help make career choices. The program assumes everyone needs support at some point. Thus, it promotes the socio-personal well-being of students with or without unique capabilities in Nigerian public secondary schools.

The Nigerian secondary school education system expects students to be mentored on their academic, vocational, emotional, and socio-personal issues. Thus, guidance and counselling services help students realize and accept their personalities, endowments, attitudes, and worth as distinct individuals to overcome life inadequacy. It also aids students' career choice, while helping to mould, rebuild and rehabilitate ill-disciplined students in secondary schools. Although the Nigerian educational system has statutory guidance and counselling services that have been in place for over three decades, it is saddening to notice that these services are still in their infancy in senior secondary schools in Nigeria. This is majorly because of the challenges faced in these schools. According to researchers (such as Egbo, 2013, Nweze & Okolie, 2014; Low, 2019; Arfasa & Fisseha, 2020; Sheriff et al., 2020), attitudinal, structural, human, and cultural issues plague secondary school guidance and counselling. Also, counsellors' personnel challenges often include non-professionalization of school counsellors, participation in other school duties, counsellors' inadequate contact with parents, colleagues, administrators, and parents in relation to the counselling of the student. Hence, in the course of this study, challenges facing guidance and counselling services in senior secondary schools in Yola Education zone was studied in terms of the personal challenges of the counsellor and administrative challenges.

The success of guidance and counselling services in secondary schools depends on the knowledge and attitudes of the providers, that is, the counsellor. In other words, the counsellor's knowledge and attitudes are determinants to how effective guidance and counselling services will be in a school. Just as Chigbu, Ngwaka and Onu (2020) stated, counsellors are meant to build the self-esteem of their client and solicits the clients' own feelings and ideas for solutions. A counsellor can therefore achieve this through positive personal attitude, work ethic, morale, compliance to school rules and regulations and human relation skills; which may assist him/her in attaining a good measure of successes in guidance and counselling services in Yola Education Zone. However, a counsellor's inability to show proper empathy and care to students, builds their confidence, integrates students into a new environment

and facilitates successful communication among school administrators, parents and students may deter guidance and counselling success in senior secondary schools in Yola Education Zone. This is because, a counsellor's personal qualities could shape the counselling experience for students in secondary schools in Yola Education Zone. Thus, when counsellors possess positive qualities and demonstrate a genuine commitment to supporting students, the impact may be felt in improved students' well-being, academic performance, and personal development.

Another challenge facing guidance and counselling programme is the lack of support from school administrators. The absence of administrator support often translates into insufficient allocation of resources to guidance and counselling services in Yola Education Zone. This has observed by the researcher within secondary schools in the zone is often obvious in terms of poor funding for professional development, counselling materials, and counselling infrastructure, hindering the ability of counsellors to provide comprehensive and high-quality services to students. The lack of necessary resources compromises the effectiveness of counselling interventions and restricts the scope of support available to students (Kebeya, 2016). Without strong administrator support, secondary schools in Yola Education Zone may experience inadequate staffing in their counselling departments. Limited personnel and excessive workloads prevent counsellors from dedicating sufficient time to individual students, conducting assessments, and implementing prevention programs. As a result, students may not receive the attention and support they require, negatively impacting their well-being, attitude to schooling and academic progress in senior secondary schools in Yola Education Zone.

In addition, studies on the effects of school guidance and counselling have shown positive results on students' grades, reduction in classroom disruptions, and enhancing teachers' abilities to manage classroom behaviour effectively (Anagbogu et al., 2013; Bashari, 2020). Even with the recorded successes in some secondary schools in the country; the effect of poor guidance and counselling services have continued to worsen the standard of education in other schools. These include poor academic performance, alcohol and drug abuse, school unrest, classroom discipline cases, and examination cheating among others, which are common features in Yola Education Zone today. These are indications that students need guidance and counselling in academic, vocational and personal issues that should be addressed by a properly implemented guidance and counselling programme in the Zone. Thus, this study sought to establish through empirical research the school counsellors' personal and administrative challenges facing guidance and counselling programme in senior secondary schools in Yola Education Zone of Adamawa State.

1.1. Problem Statement

Cases of juvenile delinquency, drug and sexual abuse, disobedience to school rules and regulations, lateness, and abusive language are all dimensions of students' ill-discipline facing secondary school in Yola Education Zone of Adamawa State, which have become issues of concern to counsellors, parents, and other state holders as these delinquencies have increased school dropout, low academic achievement, and students' emotional and mental anguish. The Federal Government of Nigeria and State Education Ministries acknowledged that if the problem is not addressed, it will further degrade education in the country (Federal Republic of Nigeria, FRN, 2014). School guidance and counselling

services were therefore established to address all students' needs, which includes psychological and issues in school.

However, many senior secondary schools in Yola Education Zone have limited resources allocated to guidance and counselling services. Also, as observed by the researcher who has been teaching in secondary schools for long that there is shortage of qualified counsellors, insufficient counselling materials and tools, and inadequate physical infrastructure. Therefore, due to the shortage of qualified counsellors in the zone's senior secondary schools, there has also been a high student-to-counsellor ratio, which could mean that counsellors have limited time and attention to dedicate to each student, making it challenging to provide individualized support and address specific needs effectively. Also, some students, parents, and even secondary school staff in Yola Education Zone appear to have limited awareness and understanding of the purpose and benefits of guidance and counselling services. This lack of awareness has also contributed to the underutilization of guidance and counselling services and a lack of support from stakeholders, which appears to have affected the purpose of guidance and counselling services in Yola Education Zone.

Despite all these problems, there is no factual data to support the aforementioned guidance and counselling challenges in Yola Education Zone senior secondary schools. Thus, there is the need to assess if there are counselling challenges which constitutes poor attitudes of students, parents, administrators and counsellors to guidance and counselling services in Yola Education Zone senior secondary schools which probably impedes its progress in these schools. Furthermore, it was important to find out and assess the nature of challenges facing guidance and counselling services in Yola Education Zone of Adamawa state. Hence, this study was set up to assess the challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State. Therefore, the objectives of this study were to assess:

- i. Counsellors' personal challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State, and
- ii. Administrative challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State.

1.2. Research Questions

The following research questions were raised to guide the study:

1. What are counsellors' personal challenges facing guidance and counselling services in senior secondary schools based on gender in Yola Education Zone of Adamawa State?
2. What are the administrative challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State?

1.3. Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho₁: There is no significant gender difference in the mean response scores among senior secondary school counsellors on counsellors' personal challenges facing guidance and counselling services in Yola Education Zone of Adamawa State.

Ho₂: There is no significant difference in the mean response scores among senior secondary school counsellors on

administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State.

2.0. LITERATURE REVIEW

Literature is reviewed on guidance and counselling services and the impending challenges caused by school counsellors and administrators in Nigerian Secondary Schools.

2.1. Guidance and Counselling Services in Nigerian Secondary Schools

Every country in Africa has guidance and counselling programme of activities in their education system, especially at the secondary level forgetting that problem do not start at that stage but during the primary school age. More so, the educational system is facing a lot of challenges which invariably, affect the services of guidance and counselling in schools. Learners automatically carry over their problems to higher institutions of learning where the challenges continue (Onyemachi, 2017). The Nigerian secondary school educational system expects that students are to be properly guided on their educational activities, vocational choices, emotional and socio-personal problems. The students are also helped through guidance and counselling to acquire better decision-making skills, identify their unique needs, the needs of other people and the society in general (Sheriff et al., 2020).

Guidance has always been a part of African culture, in which traditional helpers provide guidance and give advice. Counselling on the other hand, is a process by which trained counsellors offer help to an individual in a one to one or one to many encounters. According to Fareo (2020), counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. Countries in Africa have the need to orientate and educate citizens for modernization, social, economic, and political growth. Guidance and counselling have been seen as a tool to achieving this goal; therefore, in many African nations, it is highly embraced (Odebode, 2020). The present situations in Nigeria society and educational system are the fundamental reasons for the introduction of guidance and counselling services (Brown, 2018).

Guidance and counselling services for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. Thus, 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).

The purpose of guidance and counselling services in secondary schools is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development (American School Counsellors Association, ASCA, 2012). On the other hand, the effect of socioeconomic status on college enrolment of low-income students is largely explained by the lack of adequate counselling services.

By resolving physical, emotional, social and academic difficulties of the students and by helping them to understand their strengths and weaknesses; academic achievement can be improved and overall development can be enhanced (Scholl et al., 2013).

Buchanan, Mynatt and Woodside (2017) opined that school counsellors encourage acceptable behaviour of the student and set workable plan to bring academic, social and emotional success not only supports the student-counsellor relationship but also meets the goals of the comprehensive school guidance and counselling program. Paolini (2019) averred that school counsellors can utilize guidance and counselling techniques to enhance academic achievement and emotional wellness of all students, mitigate gun violence, use proactive strategies to combat bullying, as well as intervene on student substance abuse and its consequences on academic performance and student well-being. According to Edward and Yahaya (2017), there are two major types of counselling, namely: individual counselling and group counselling.

- a) Individual Counselling: This refers to one-on-one counselling. It occurs between the professional trained counsellor or the teacher-counsellor in a senior secondary school and his client. The goal of this is to help the client to understand himself, clarify and direct his thought in order to make a worthwhile decision. Through this, client's problems are alleviated. It is mainly to bring about change in the client either by altering his/her maladaptive behaviour, learning the decision-making process or preventing problems.
- b) Group Counselling: This is a counselling session that takes place between the professionally trained counsellor or the teacher-counsellor in a senior secondary school and a group of students. The number of this group should be more than seven or at least ten in order to have a cohesive group and an effective well controlled counselling session.

2.2. Counsellors' Personal Factors and Guidance and Counselling in Schools

The success of guidance and counselling services in secondary schools depends on the knowledge and attitudes of the providers (Kimathi, 2017), that is, the counsellor. The counsellor is a provider of services which are personal-social, vocational, and academic. The statutory entrenchment of guidance counsellors in the schools is not a luxury but a necessity (FRN, 2014). This is because of their relevance to ensuring quality education in schools. Professionally, counselling is seen as a helping occupation that intervenes to help students understand themselves more to enhance their learning and to make better occupational choices. According to Ojeme (2019), students are assisted by the counsellors to understand current career opportunities in the society as well as emerging career opportunities. School counsellors also assist students to identify their potentials, abilities and interest and match these attributes with available career opportunities to facilitate their effective adjustment in their choice of career.

Furthermore, counsellors are useful in assisting parents with developmental issues such as helping them to solve their emotional and personal-social problems. Among other functions, Counselling Association of Nigeria (2003) highlighted the following major roles of Nigerian school counsellors: (a) counselling students with educational, vocational and personal-social concerns; (b) orientation of new students; (c) information collection and

dissemination; (d) referral services; (e) placement and follow-up services; and (e) parents' help (p. 28). However, it is also well known that the reality of counselling services in Nigeria education has not matched expectations (Ojeme, 2019). This is often because the counsellor's characteristics are often a determinant to how effective guidance and counselling services will be in a school.

Hence, counsellors' personal challenges to guidance and counselling often comes from their work ethic, morale and level of commitment towards their job. Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) also added that personal challenges include skills, work ethic, morale and techniques of the counsellor including training, supervision and attitude towards the school system. Counsellors themselves have sometimes constituted great problems for themselves. Some of them are not fully committed to the profession (Omoniyi, 2016). Some counsellors do not give enough time for the counselling interaction. Also, with regards to the counsellor, some have created problems concerning his age. Some people have come to conclusion that older counsellors are better than young ones because of the experience they have passed through (Oguzie, 2014). This attitude on the part of some principals and teachers is passed on to the parents who would rather seek older counsellors.

Gachenia and Mwenje (2021) found that counsellors encountered personal and professional challenges in the course of their counselling duties. For personal challenges, all counsellors (100%) reported having a difficult time balancing between teaching and counselling, all counsellors (100%) noted they had insufficient time for counselling since little time was set aside in the school programs for counselling, (63%) said they had no specific rooms dedicated for counselling students, (63%) felt that the big number of students seeking counselling was a challenge while 100% stated dual relationship as a tough challenge. In regard to professional challenges, (100%) of the counsellors stated that none was compensated for extra counselling duties, (75%) had insufficient skills in academic counselling, (50%) had little support from subject teachers and from parents, 100% indicated little support from school administrators. That notwithstanding, the present counsellors in the school system must pull their weight to negate the ill-feeling and suspicion on them by the school authority. This may be why Omoniyi (2016) observed that one of the major problems in the practice of guidance in Nigeria is that which is inherent in the counsellors themselves.

2.3. School Administration and Guidance and Counselling

Administration generally entails a process which involves the identification, procurement, organization and coordination of human and material resources in any organization towards the achievement of the stated organizational goals. Ovri Nnadi and Uzoekwe (2020) described administration as an organization behaviour creating, harnessing, and maintaining the human and material resources for the purpose of achieving the goals and objectives of organizations and those of the individuals in the organization. In view of the above, Anho (2018) cited Nakpodia (2012) and Peretomode (2014), who identified seven broad categories of administrative taskforces of the school administrator and states that the provision of guidance and counselling services is one of the component activities.

The realization of human capital development depends on the pedagogic functions of the school and school guidance and counselling services rendered to learners in the school for effective and efficiency psycho-social and career development of young

people. Anho (2018) identified and analysed guidance and counselling as one of the students' personnel support services in Nigerian universities. The purpose of establishing schools and the efforts of government, school managers, administrators, teachers/lecturers and parents/guardians would be in vain if the students are not adequately guided and counselled to receive maximum benefit from the teaching, instruction and other activities put up in the school especially the period of economic recession.

Guidance and counselling, is one of the administrative task areas. That is why relating guidance and counselling to administrative functions, Anho (2018), asserted that counselling is a clearing-oriented process which stresses more rational planning, problem solving, decision making, intentionality, prevention of severe adjustment problems and support for situational pressures arising in the everyday lives of normal people (students). Guidance and counselling services becomes an important administrative function of educational system with the purpose to address the physical, emotional, social, vocational and academic needs and difficulties of students/students, thereby, complementing life in the classroom, the school and outside the school generally. The goals of guidance and counselling services is to enable each learner in institutions of learning to device optimal educational benefits so as to actualize his/her potentials.

Effective administration of guidance and counselling services in the secondary schools in Adamawa State will however, demand the combination of all human efforts together with mobilization of material resources in order to accomplish this set target. But this is yet to be accomplished in the secondary schools in Adamawa State as a result of some administrative factors. School administrators seem not to show much effort in tackling the problems as evidenced by their poor handling of the school facilities (Takwate, 2018) and other school materials. Mushaandja, Haihambo, Vergnani and Elzan (2013) noted that school counsellors are often not given adequate support by the school administrators and teachers. They attributed this to insufficient information on guidance and counselling services from the part of the counsellors as well as administrators. 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.

3.0. METHODOLOGY

The research design that was used for this study was a survey research design. The area of the study was Yola Education Zone, Adamawa State. The population of the study comprised of 177 respondents. This population was made up of 69 private senior secondary school teacher-counsellors and 108 public senior secondary school teacher-counsellors in 204 senior secondary schools in Yola Education Zone of Adamawa State. The sample census sampling technique. According to Oleg (2019), census sampling is the technique of statistical enumeration where all members of the population are studied. In a census sampling, the entire population is studied, and no sampling or randomization is involved. This technique aims to gather information about every individual or item in the population of interest. The researcher therefore used all the 177 respondents in both private and public senior secondary schools in Yola Education Zone of Adamawa State taken from the target population.

The instrument that was used for data collection in this study was a structured questionnaire. The questionnaire was titled: "Assessment of Guidance and Counselling Challenges Questionnaire (AGCCQ)". The AGCCQ was used for collecting data from school counsellors in the sampled schools. The instrument was based on a modified 4-point Likert rating scale, as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1. The questionnaire had 20 items overall seeking to provide information about counsellors' personal challenges and administrative challenges to guidance and counselling in senior secondary schools in Yola Education Zone.

In order to ensure the validity of the instrument, the instrument was subjected to validation, by some experts from the Department of Science Education of the Adamawa State University, Mubi, so as to ascertain whether the instrument can actually measure what it was purported to measure. The instrument was trial tested to 20 senior secondary school counsellors that resides outside Yola Education Zone of Adamawa State; who were not part of the sampled population. The Cronbach Alpha method was used to determine the reliability of the instrument used in the study. The reliability co-efficient of 0.886 was obtained; which meant the instrument was reliable. At the end of the exercise, 171 valid questionnaires were retrieved, which represents 96.6% of the entire questionnaires distributed.

The data generated from the instrument was analysed using descriptive and inferential statistics. The mean and standard deviation were specifically used for answering the research questions while Analysis of Variance (ANOVA) was used to test the null hypotheses through the Statistical Package for Social Science (SPSS), version 23. The true limits of real numbers were used the decision level for the research questions. Hence, 2.50 was the decision point for research questions. This implies that any grand mean above or equal to 2.50 was accepted to indicate that the level of agreement between the respondents was high. The decision rule for the null hypotheses was that, if the calculated value (p) was greater than the level of significance (0.05), then we accept the null hypothesis. Otherwise, we do not retain.

4.0. RESULTS

The results are presented in the order of research questions (1 – 2) and hypotheses (1 – 2) in Table 1 to Table 4. For the research questions, the following keys were used to represent some words: n = number of respondents; LGA = Local Government Area.

4.1. Research Questions

Research Question 1: What are counsellors' personal challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State?

Table 1: Respondents' Mean Scores and Standard Deviation on Counsellors' Personal Challenges facing Guidance and Counselling Services in Senior Secondary Schools in Yola Education Zone of Adamawa State, Nigeria

S/N	ITEMS	N	Mean	Std. Dev.	Decision
1.	As a school counsellor, I do not often keep proper record of students.	171	2.05	1.29	Disagree
2.	I am not adequately	171	1.88	1.25	Disagree

	prepared to help students discover occupations that suit their abilities through personality traits.				
3.	Counsellors' inability to personally identify students with challenges in school.	171	2.41	1.47	Disagree
4.	I am not able to use a computer system in rendering my service.	171	2.90	1.22	Agree
5.	At most times, I do not render counselling services beyond the school walls.	171	2.85	1.05	Agree
6.	I often appear to lack compassion towards my counselee.	171	1.95	1.27	Disagree
7.	I consider poor integrity of most school counsellors as a factor that draws students and teachers away from guidance and counselling services.	171	3.27	0.91	Agree
8.	I often don't spare time outside work to visit my students to check on their progress after counselling	171	2.35	1.20	Disagree
9.	Stress from counselling affects my relationship with my family members.	171	2.88	0.88	Agree
10.	I don't often demonstrate flexibility in my intervention strategies	171	2.33	1.44	Disagree
	Grand Mean		2.49	1.20	Disagree

Table 1 indicates the responses of the respondents to research question 2. The table further shows that most of the respondents disagreed to item 1, which means that counsellors keep proper record of students in the study area. Item 2 was also disagreed to by the respondents, which means school counsellors used personality traits to help guide students' career choice. Item 3 was also disagreed to by most of the respondents, which implies that counsellors have ability to personally identify students with challenges in secondary schools. Item 4 was however agreed to by most of the respondents, which showed that most school counsellors are not computer literate in the study area. Item 5 was

also agreed to by most of the respondents, which revealed that school counsellors in the study area do not render counselling services beyond the school walls. Item 6 was disagreed to by most of the respondents, which revealed that school counsellors in the study area have compassion towards their counselee.

In addition, the respondents also agreed to item 7 which means that poor integrity of most school counsellors as a factor that draws students and teachers away from guidance and counselling services; while the respondents disagreed that they don't spare time outside work to visit their students to check on their progress after counselling in item 8. In item 9, most of the respondents strongly agreed that stress from counselling affects their relationship with their family members. Also, in item 10, the most of the respondents disagreed that they often demonstrate flexibility in their intervention strategies in secondary schools in the study area. Overall, and with a grand mean of 2.49 and standard deviation of 1.20, the table further reveals that computer illiteracy, home based counselling, poor integrity and stress are some of the personal challenges of school counsellors in providing guidance and counselling services in secondary schools in Yola Education Zone of Adamawa State.

Research Question 2: What are the administrative challenges facing guidance and counselling services in senior secondary schools in Yola Education Zone of Adamawa State?

Table 2: Respondents' Mean Scores and Standard Deviation on the Administrative Challenges facing Guidance and Counselling Services in Senior Secondary Schools in Yola Education Zone of Adamawa State

S/N	ITEMS	N	Mean	Std. Dev.	Decision
1.	As a counsellor, I am often regarded as unimportant by the school heads.	171	2.74	0.90	Agree
2.	My school administrator often allots non-counselling schedules that deny me of adequate time for implementing counselling programmes.	171	3.02	0.87	Agree
3.	There are virtually no funds for running guidance and counselling services in my school.	171	3.11	0.75	Agree
4.	There is no proper formal structure for conducting guidance and counselling services in my school.	171	2.65	0.84	Agree
5.	My school management do not always support counsellors to attend training programmes.	171	2.54	0.68	Agree

6.	The engagement of teachers as counsellors in the school by administrators affect counselling services in my school.	171	2.70	0.73	Agree
7.	Lack of incentives by school administrators for guidance counsellors affect my morale as a counsellor.	171	2.68	0.65	Agree
8.	Insufficient clarity on the functions performed by the school counsellor affects counselling services in my school.	171	2.70	0.59	Agree
9.	There is a lack of cooperation among various levels of authority in the school, which poses issues for the counsellor.	171	3.63	0.56	Strongly Agree
10.	My school administrator does not provide counselling monitoring, which discourages student participation.	171	2.94	0.78	Agree
Grand Mean			2.87	0.74	Agree

Table 2 reveals the responses of the respondents to research question 3. The table further shows that most of the respondents were in agreement to item 1, which means that school counsellors are often regarded as unimportant by school heads in the study area. Item 2 was also agreed to by the respondents, which meant school administrator often allots non-counselling schedules that deny me of adequate time for implementing counselling programmes. Item 3 was also agreed to by most of the respondents, which implies that there are there are virtually no funds for running guidance and counselling services in my school. Item 4 was also agreed to by most of the respondents, which showed that there is no proper formal structure for conducting guidance and counselling services in the sampled school. Item 5 was also agreed to by most of the respondents, which revealed that school management do not always support counsellors to attend training programmes. Item 6 was also agreed to by most of the respondents, which revealed that the engagement of teachers as counsellors in secondary schools by administrators affect counselling services in the study area.

More so, the respondents also agreed that the lack of incentives by school administrators affect my counsellors' morale in Item 7; while the respondents agreed that insufficient clarity on the functions performed by the school counsellor affects counselling services in item 8. For item 9, most of the respondents strongly agreed lack of cooperation amongst school administrators often affect guidance and counselling services in the study area. Also, in item 10, most of the respondents indicated that principals do not provide counselling monitoring, which discourages student participation. Overall, and with a grand mean of 2.89 and standard

deviation of 0.74, the table further reveals that the administrators' perception of counsellors, non-counselling tasks, limited funds, poor formal structure, poor support for training, engagement of teachers, poor incentives, insufficient clarity, lack of cooperation and poor monitoring are some of the administrative challenges to guidance and counselling services in secondary schools in Yola Education Zone of Adamawa State.

3.1. Testing of Research Hypotheses

The null hypotheses were tested using t-test and ANOVA analysis at 0.05 level of significance. Hence, the following acronym stands as: N = respondents; X = Mean; S.D = Standard Deviation; df = degree of freedom; sig = level of significance, t = t-test, F = F ratio.

Ho₁: There is no significant gender difference in the mean response scores among senior secondary school counsellors on counsellors' personal challenges facing guidance and counselling services in Yola Education Zone of Adamawa State.

Table 3: Summary of t-test Analysis of Senior Secondary School Counsellors' Responses on Counsellors' Personal Challenges facing Guidance and Counselling Services based on Gender in Yola Education Zone of Adamawa State

Gender	N	X	SD	Df	sig (2-tailed)	T	Remark
Male	59	2.25	0.46				
				169	0.002	-3.125	Reject
Female	112	2.61	0.82				

Significant (p<0.05)

Table 3 shows the result of t-test analysis of the significant difference in the mean response scores among senior secondary school counsellors on the counsellors' personal challenges facing guidance and counselling services in Yola Education Zone of Adamawa State. The t-value of -3.13 for the group is significant, when comparison is done between the p-value and alpha. However, since the p-value is less than the alpha level (p<0.05), the null hypothesis of no significant difference is rejected. This means that there is a significant gender difference in the mean response scores among senior secondary school counsellors on the counsellors' personal challenges facing guidance and counselling services in Yola Education Zone, with t = -3.13, when p = 0.00.

Ho₂: There is no significant difference in the mean response scores among senior secondary school counsellors on administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State.

Table 4: Summary of Analysis of Variance (ANOVA) of the Response Scores of Senior Secondary School Counsellors' Responses on the Administrative Challenges facing Guidance and Counselling Services in Yola Education Zone of Adamawa State

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.933	2	6.967	52.016	.000
Within Groups	22.501	168	.134		
Total	36.434	170			

**Significant (p<0.05)

Table 10 shows the result of ANOVA analysis of the response scores of senior secondary school counsellors on the administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State. The F-value of 52.02 for the group is significant, when comparison is done between the p-value and alpha. Since the p-value is less than the alpha level ($p < 0.05$), the null hypothesis of no significant difference is rejected. This means that there is a significant difference in the mean response scores among senior secondary school counsellors on the administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State, with $F(2, 170) = 52.02, p = 0.00$.

4.2. Discussion

The finding of research question 1 in Table 1 reveals that personal challenges of school counsellors in providing guidance and counselling services in secondary schools in Yola Education Zone of Adamawa State include computer illiteracy, home based counselling, poor integrity and stress. This finding is in agreement with the studies of Mushaandja, Haihambo, Vergnani and Elzan (2013); Oguzie (2014); Subhasish (2018); and Gachenia and Mwenje (2021) that found that school counsellors encountered personal challenges in the course of their counselling duties. The identification of personal challenges faced by school counsellors in delivering effective guidance and counselling services in secondary schools in Yola Education Zone, Adamawa State, sheds light on the complexities inherent in the role of these professionals. The implication of this finding is that addressing these personal challenges of counsellors requires a combination of targeted interventions, training, and support mechanisms as these challenges not only impact the counsellors themselves but also have potential consequences for the quality and impact of the support they provide to students. By addressing these personal challenges, the school counselling profession in Yola Education Zone can work toward providing more effective and comprehensive guidance and counselling services to secondary school students.

The finding of research question 2 in Table 2 reveals that administrative challenges to guidance and counselling services in secondary schools in Yola Education Zone of Adamawa State include the administrators' perception of counsellors, non-counselling tasks, limited funds, poor formal structure, poor support for training, engagement of teachers, poor incentives, insufficient clarity, lack of cooperation and poor monitoring. This finding is in agreement with the studies of Ngwakwe (2016); Low (2019); and Ojeme (2019) that found that school counsellors encountered administrative challenges in the course of their counselling duties. The finding therefore highlights the critical role that administrative support and structures play in the effective delivery of counselling services. For instance, if administrators do not fully understand the importance of counselling in students' academic and personal development, it can lead to insufficient support, non-counselling tasks and non-recognition for counsellors. Additionally, if schools do not provide adequate support for counsellor training, the quality of counselling services can suffer. Also, if incentives for counsellors are lacking, it may affect their motivation and dedication to providing high-quality counselling services; while without proper monitoring mechanisms in place, it becomes challenging to assess the impact of counselling interventions and make necessary improvements. These challenges

not only affect the quality of support provided to students but also impact the overall functioning of the school counselling system.

The finding of hypothesis 1 in Table 3 reveals that there is a significant difference in the mean response scores among senior secondary school counsellors on the counsellors' personal challenges facing guidance and counselling services in Yola Education Zone of Adamawa State, with $t = -3.13$, when $p = 0.00$. This finding highlights the varying personal experiences and perceptions of counsellors when it comes to the obstacles they encounter in their professional roles. The statistically significant t-value of -3.13 and the associated p-value of 0.00 indicate that the observed difference in mean response scores is unlikely to have occurred by chance. This finding is in agreement with the finding of Wafula and Bota's (2017) finding that gender has significant influence on counsellors' attitudes towards GAC programmes. The current study finding therefore suggests that counsellors differ in how they perceive and prioritize the personal challenges they face while providing guidance and counselling services within the same educational zone. The significant difference in mean response scores underscores that personal challenges are highly subjective and can differ significantly among counsellors. These challenges might range from time management issues to emotional stress or balancing personal and professional responsibilities.

The finding of hypothesis 2 in table 4 reveals that there is a significant difference in the mean response scores among senior secondary school counsellors on the administrative challenges facing guidance and counselling services in Yola Education Zone of Adamawa State, with $F(2, 170) = 52.02, p = 0.00$. This finding highlights the diverse perceptions and experiences of counsellors when it comes to the administrative hurdles they encounter in their professional roles. The statistically significant F ratio of 52.02 and the associated p-value of 0.00 indicate that the observed difference in mean response scores is unlikely to have occurred by chance. This finding is in agreement with the findings of Mushaandja, Haihambo, Vergnani and Elzan (2013) and Ojeme's (2019) studies that revealed that there was significant difference in the ways school counsellors perceived support received from administrators in their schools. The current study finding therefore suggests that counsellors have varying viewpoints on the administrative challenges they face. Differences in the administrative challenges perceived by counsellors could be linked to variations in the specific schools they work in. For instance, a counsellor in a large urban school in Yola North LGA may face different administrative hurdles compared to a counsellor in a smaller rural school in Fufure LGA. Also, these challenges might range from paperwork and documentation to communication issues or bureaucratic obstacles. Also, factors such as workloads, administrative support, and familiarity with processes can influence how Yola Education Zone school counsellors' administrative challenges are perceived.

5.0. CONCLUSION AND RECOMMENDATION

Based on the findings of this study, the study concludes that counsellors' personal challenges and administrative challenges both affect the provision of guidance and counselling services in senior secondary schools within the Yola Education Zone. The exploration of counsellors' perspectives on their personal challenges and administrative challenges has revealed a comprehensive picture of the barriers that hinder the effectiveness of guidance and counselling services in the study area, although

differences exist among the various schools as revealed by the respondents. Thus, the recognition of counsellors' personnel challenges such as burnout, workload, and professional development gaps highlights the need for schools and educational authorities to prioritize the well-being and professional growth of counsellors. Addressing these challenges can contribute to counsellors' capacity to provide high-quality support to students.

In addition, the identification of administrative challenges, including bureaucratic obstacles and resource constraints, calls for improvements in administrative processes and resource allocation. By streamlining administrative tasks and ensuring adequate resources, schools can enable counsellors to focus more on their core counselling roles. Thirdly, the acknowledgment of students' attitudinal challenges points to the importance of fostering positive attitudes towards counselling services. By addressing misconceptions, promoting awareness, and enhancing engagement strategies, schools can create a more receptive environment for students to benefit from counselling support. Collectively, these findings underscore the complex interplay of counsellor personal and administrative factors that influence the effectiveness of guidance and counselling services in secondary schools within the Yola Education Zone. By addressing these challenges holistically and implementing targeted interventions, schools can create an environment that empowers counsellors to provide impactful and comprehensive support to students, fostering their holistic development and academic success. Based on the findings, the following recommendations were made:

1. The respective state and federal government parastatal should establish a multidisciplinary team within schools, comprising counsellors, teachers, administrators, parents, and students, to collectively tackle the main challenges and enhance counselling services.
2. School management should provide regular opportunities for professional development and training for school counsellors, in order to address skill gaps, and enhance counsellor's effectiveness and prevent burnout.
3. School management should streamline administrative processes and reduce bureaucratic hurdles that divert counsellors' focus from their primary responsibilities in senior secondary schools.
4. School administrators and counsellors should also engage local organizations, institutions and individuals especially alumni to provide additional resources, mentorship opportunities, and support for students' well-being.

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