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## Evaluation of factors influencing guidance and counselling programmes in secondary schools in Sokoto metropolis

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### Abstract

This study aims at evaluating the factors influencing guidance and counselling programmes and possible strategies to address them in some selected secondary schools in Sokoto metropolis, Sokoto state, Nigeria. Descriptive survey design was used to obtain descriptive and self-reported data and/or information from the participants in this study. The sample size was 400 participants comprising a total of 200 students, 150 teachers, 30 school counsellors, and 20 school administrators. Questionnaire was used for data collection. The data were analyzed using descriptive statistics. The result showed that lack of professional counsellors, lack of formal training for counsellors, lack of support from school administrators/government, lack of materials/facilities, lack of parental support, and lack or inadequate public awareness were some of the factors influencing guidance and counselling programmes in secondary schools. The result also indicated that strategies such as employing professional counsellors, creating public awareness, assigning only counselling services to counsellors, allocation of sufficient time to counselling services, and provision of adequate support by school administrators/government among others will significantly curb the problems facing guidance and counselling programmes in secondary schools. Many factors significantly influenced the guidance and counselling programmes in secondary schools. For effective guidance and counselling, strategies should be applied to curb the major factors that influenced the guidance and counselling programmes.

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## INTRODUCTION

Education is a vital tool for growth and development of human and every nation. Guidance and counselling programmes are one of the basic requirements in educational system. Guidance and counselling programmes help in growth and provision of quality standard education worldwide. The aim of educational services is to facilitate the implementation of educational policy, promote the effectiveness of educational system, and provide meaningful learning experiences for students (NPE, 2004). The guidance and counseling services help students to achieve these goals for their successful educational programmes and their career services (Ibrahim et al., 2021). Guidance and counselling involves all the activities, programmes and services aimed at assisting individual to understand his problems and to develop adequate competency for right decision making. Guidance and counselling programmes in school aid to assist students in their subject choices, academic performance, and discipline in schools. In schools, guidance and counselling services are provided to students in order to help them meet their interest and needs and to promote the development of students.

According to UNESCO (2002), guidance is defined as the process of providing students with vital information about their future life including career opportunities and orienting them to on the right career choices based on their potentiality. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and best choice of behaviours that assist them develop, grow, promote, ascend, mature and set up educational, vocational, social and personal skills (Fareo, 2020). The aim of guidance and counselling programmes in school is to determine the level of effectiveness, efficacy, and general students` needs satisfaction (Thakur, 2020). Effective guidance and counselling services in school depends on a number of factors. The significance, effectiveness, efficiency and sustainability of the guidance and counselling programmes in schools is determined by assessing different factors influencing the guidance and counselling services (WHO, 2022). These factors include school administration, attitude of counsellors, attitude of parents, qualities of counsellors, and societal factors. Thus, assessment of factors influencing guidance and counselling services has been the main interest of researchers in the recent years, and it involves collecting data for better understanding (Ribadu, 2021).

In all educational systems, students at different levels face many challenges in the process of learning. Students in secondary schools are adolescents having challenges with their educational, intellectual, physical, social, emotional, moral and vocational development. At this stage they need counselling services to develop themselves based on their potentialities. Guidance and counselling services are not provided in most of secondary schools in Nigeria. However, in most of secondary schools where guidance and counselling services are provided, there are lack or inadequate of basic counselling materials and/or facilities for the effectiveness of the services. In many schools all teachers serve the roles of counsellors and most counsellors engaged in both teaching and administrative works (Haruna, 2015). Thus, counsellors could not able to attend to each student's demand due to their engagement in class room teaching. These negatively affect the educational, intellectual, physical, social, emotional, moral and vocational development of students. This study aims at evaluating the factors affecting guidance and counselling programmes and possible strategies to address them in some selected secondary schools in Sokoto metropolis, Sokoto state, Nigeria.

## METHODOLOGY

### Study site

This study was conducted in Sokoto metropolis, Sokoto state. Sokoto is located in the North-West zone of Nigeria bounded by Republic of the Niger to the north and west, and the states of Zamfara to the east, and Kebbi to the south and west. The estimate annual average temperature and maximum daytime temperature in Sokoto is 28.3°C (82.9 °F) and 40 °C (104.0 °F), respectively. The state has 23 local government areas (LGAs) in three geographical zones Sokoto East, Sokoto

central and Sokoto south. According to the 2006 census the population of Sokoto state and its metropolis is 3,702,676 million and 427,760, respectively (NPC, 2007). Hausa and Fulani have been the dominated ethnic group in Sokoto state with few other tribes such as Gobirawa, Zabarmawa, Adarawa, Arawa, and others (Ibrahim et al., 2021). There are many secondary schools in Sokoto state under Ministry of Education, Ministry of Science and Technology, Teaching Service Board, and Arabic and Islamic Board.

### Study design

Descriptive survey design was adopted in this study. Descriptive survey technique is suitable for obtaining factual and attitudinal data or information. This study sought to obtain information about guidance and counselling programmes in schools. Therefore, descriptive survey method was used to obtain descriptive and self-reported data and/or information from the participants.

### Sample size and sampling technique

The sample size of this study was 400 participants comprising a total of 200 students, 150 teachers, 30 school counsellors, and 20 school administrators (Principals, Vice Administration, and Vice Academic Principals). The participants were selected from the ten selected public secondary schools in Sokoto metropolis, Sokoto state using systematic and purposive sampling technique.

### Instrument and data collection

Data were collected using questionnaire based on the five-point Likert scale format indicating the degree of agreement or disagreement with a statement ranging from Strongly Agree (SA), Agree (A), uncertain (U), Disagree (D) and Strongly Disagree (SD). The questionnaire comprises three sections; socio-demographic information of the respondents, factors affecting guidance and counselling programmes in schools and possible strategies to address factors affecting guidance and counselling programmes in schools. The instrument was designed by evaluating the study objectives and relevant literatures. In developing the instrument, open ended items were included to further understand the response to preceding question and curb with the challenges in the implementation of the guidance and counselling programmes. A pilot study was conducted with 40 participants outside the sample to verify the instrument. Reliability of the instrument was tested using Pearson Product Moment yielding a 0.85 coefficient. The data were analyzed using descriptive statistical methods and the results were expressed as frequencies percentages.

## FINDINGS

### Socio-demographic information of the respondents

#### *Age distribution of the respondents*

The age distribution of the respondents is shown Table 1. Half of the respondents (50 %) were aged between 16 and 20. The least percentage (1 %) of the respondents aged between 61 and 65 (Table 1). The respondents in this study include students in senior secondary school and this could be responsible for the high percentage (50 %) of the respondents' age (16 – 20) category (Table 1).

**Table 1.** Age distribution of the respondents

Age (Year)	Frequency	Percentage (%)
16 – 20	200	50
21 – 25	8	2
26 – 30	73	18
31 – 35	27	7
36 – 40	16	4
41 – 45	13	3
46 – 50	26	7
51 – 55	25	6
56 – 60	7	2

**Gender distribution of the respondents**

Figure 1 shows the gender distribution of the respondents. The number and percentage of male and female respondents were 308 (77 %) and 92 (23 %), respectively (Figure 1). The result indicated that there were more number of male students, school counselors and school administrators in the selected schools. Thus, female school counselors should be provided and/or involved in guidance and counseling programmes.

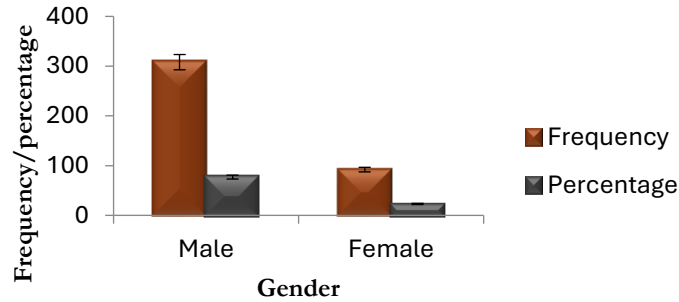


Figure 1. Gender distribution of the respondents

**Educational qualifications of the respondents**

Figure 2 shows the educational qualifications of the respondents. Master degree is the higher qualification of the respondents while Nigeria Certificate in Education (NCE) is the lower qualification (Figure 2). Majority of the respondents held a Degree qualification while least number (4 %) of the respondents held a Master degree (Figure 2).

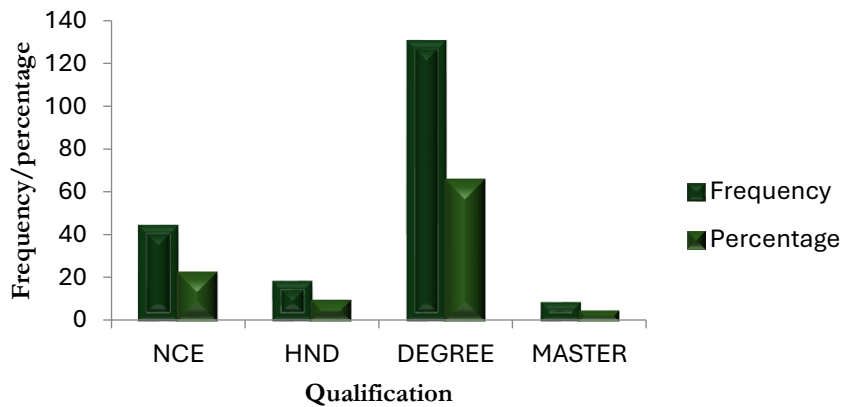


Figure 2. Educational qualification of the respondents

**Status of guidance and counseling services**

Table 2 shows the participants’ response on the status of guidance and counseling services in the studied schools. Most of the respondents (75 %) responded that guidance and counseling services are always available in their respective schools. Least percentage (2 %) of the respondents responded that guidance and counseling services are not available in their respective schools. However, 16 % and 7 % of the respondents responded that guidance and counseling services are occasionally available and unavailable in their respective schools, respectively (Table 2).

Table 2. Status of guidance and counseling services

Age (Year)	Frequency	Percentage (%)
Always available	299	75
Occasionally available	64	16
Unavailable	28	7
Non-available	9	2

### Importance of guidance and counseling programmes

The participants' response on the importance of guidance and counselling programmes in schools is shown in Table 3. The respondents indicated mixed perceptions regarding the importance of guidance and counselling programmes in schools. High percentage (54 %) of the participants responded that guidance and counselling programmes are important in schools. Least number (3 %) of the respondents indicated that guidance and counselling programmes are not important in schools. However, a total of 28 (7 %), 20 (5 %), and 125 (31 %) rated guidance and counselling programmes in schools as slightly important, moderately important, and very important, respectively (Table 3).

**Table 3.** Importance of guidance and counselling programmes in schools

Statement	Frequency	Percentage (%)
Not important	13	3
Slightly important	28	7
Moderately important	20	5
Important	214	54
Very important	125	31

### Factors affecting guidance and counseling programmes in schools

In this study and for the purpose of clarity the participants' responses for strongly agree (SA) and agree (A) merged to reflect agreement while strongly disagree (SD) and disagree (D) were merged to reflect disagreement while leaving uncertain (U) independent. Table 4 shows the participants' responses on counsellors related factors affecting guidance and counselling programmes in schools. Most of the respondents (98 %, 81 %, 83 %, 74 %, 89 %, 63 %, 56 %, 84 %, 64 %, 65 %, and 76 %) agreed that guidance and counselling programmes in schools are affected by lack of professional counsellors, gender of counsellor, lack of incentives for counsellors, lack of formal training for counsellors, lack of communication between counsellors and students, assigning other responsibilities to counsellors, behaviours of counsellors, personality of counsellors, uncomfortable practicing counseling service, lack of follow up by counsellors, and unavailability of counsellor, respectively (Table 4).

**Table 4.** Counsellors related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack or inadequate of professional/competent counsellors in schools	185(46)	209(52)	0(0)	6(2)	0(0)
Gender of school counsellors	93(23)	232(58)	4(1)	54(14)	17(4)
Lack of incentives for school counsellors	119(30)	212(53)	0(0)	56(14)	13(3)
Lack or insufficient of formal training for school counsellors	87(22)	209(52)	11(3)	81(20)	12(3)

Lack of communication between school counsellors and students	141(35)	216(54)	5(1)	34(9)	4(1)
Assigning other responsibilities to school counsellors	92(23)	160(40)	8(2)	108(27)	32(8)
Behaviours/attitudes of school counsellors	71(18)	153(38)	24(6)	113(28)	39(10)
Personality of counsellors (feeling of suspicion, non friendly, and approachable, etc)	96(24)	241(60)	6(2)	37(9)	20(5)
Lack of computer and internet skills by school counsellors	21(5)	32(8)	52(13)	199(50)	96(24)
Uncomfortable practicing counseling service	64(16)	191(48)	12(3)	105(26)	28(7)
Lack of follow up by school counsellors	108(27)	152(38)	0(0)	92(23)	48(12)
Counsellor is not always available in school	116(29)	189(47)	45(11)	32(8)	18(5)

The participants' responses on students' related factors influencing guidance and counselling programmes in schools are shown Table 5. The result showed that 55 %, 87 %, 72 %, 58 %, 82 %, 74 %, 60 %, 56 %, 59 %, and 65 % of the respondents agreed that guidance and counselling programmes in schools are influenced by gender of students, lack of students' interest, students' indiscipline, attitudes of students, level of students' trust on counsellors, unavailability of students' information or record, students feeling shy, carelessness by students, lack of understanding about the importance of counselling services by students, and unawareness of counselling services by students, respectively (Table 5).

**Table 5.** Students related factors influencing guidance and counselling programmes in schools

<b>Factor</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Gender of Students	89(22)	132(33)	31(8)	85(21)	63(16)
Lack of students' interest on guidance and counseling programmes	132(33)	216(54)	0(0)	44(11)	8(2)
Students' indiscipline	93(23)	196(49)	30(8)	65(16)	16(4)
Attitudes of students towards guidance and counseling services	108(27)	124(31)	49(12)	76(19)	43(11)
Level of students' trust on school counsellors	112(28)	216(54)	24(6)	44(11)	4(1)
Unavailability of students' information or record	60(15)	236(59)	64(16)	32(8)	8(2)
Students feeling shy	112(28)	128(32)	40(10)	76(19)	44(11)
Carelessness by students	84(21)	140(35)	20(5)	96(24)	60(15)
Lack of understanding about the importance of counselling services by students	80(20)	155(39)	45(11)	108(27)	12(3)
Unawareness of counselling services by students	68(17)	192(48)	48(12)	88(22)	4(1)

Table 6 shows the participants' responses on administrators/ governments related factors affecting guidance and counselling programmes in schools. The finding revealed that majority of the respondents (91 %, 69 %, 75 %, 56 %, 92 %, and 95 %) agreed that guidance and counselling programmes in schools are affected by lack of support from school administrators, unfavourable school administrators' policy, lack of support from government, government's policy on guidance

and counselling programmes, recruitment of unqualified school counsellors, and lack/inadequate funding of guidance and counselling programmes, respectively (Table 6).

**Table 6.** Administrators/governments related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of support from school administrators	136(34)	228(57)	0(0)	32(8)	4(1)
Unfavourable school administrators' policy	96(24)	180(45)	28(7)	76(19)	20(5)
Lack of support from government	104(26)	196(49)	0(0)	84(21)	16(4)
Government's policy on guidance and counselling programmes	96(24)	128(32)	8(2)	112(28)	56(14)
Recruitment of unqualified school counsellors	156(39)	212(53)	0(0)	24(6)	8(2)
Lack/inadequate funding of guidance and counselling programmes	144(36)	236(59)	0(0)	16(4)	4(1)

The participants' responses on materials/facilities related factors influencing guidance and counselling programmes in schools are shown Table 7. High percentage (88 %, 77 %, 59 %, 61 %, 63 %, 57 %, 64 %, 56 %, 51 %, and 63 %) of the respondents agreed that guidance and counselling programmes in schools are influenced by lack of counselling materials, lack of school counsellor's office/room, lack of guidance and counselling notice board, lack of career library, lack of good ict equipments, lack of counselling clinic, lack or insufficient power supply, unconducive counsellor's office/room, lack/inappropriate utilization of online services, and lack of record materials, respectively (Table 7).

**Table 7.** Materials/facilities related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of counselling materials	144(36)	208(52)	0(0)	28(7)	20(5)
Lack of school counsellor's office/room	68(17)	240(60)	36(9)	56(14)	0(0)
Lack of guidance and counselling notice board in school	40(10)	196(49)	76(19)	60(15)	28(7)
Lack of career library where students can search for information	56(14)	188(47)	99(25)	40(10)	17(4)
Lack of good ICT equipments (computer, projector, radio, television etc)	76(19)	176(44)	68(17)	60(15)	20(5)
Lack of counselling clinic in school	92(23)	136(34)	28(7)	116(29)	28(7)
Lack or insufficient power supply	88(22)	168(42)	20(5)	84(21)	40(10)
Unconducive counsellor's office/room	36(9)	188(47)	72(18)	96(24)	8(2)
Lack/inappropriate utilization of online guidance and counselling services	44(11)	160(40)	104(26)	64(16)	28(7)
Lack of record materials	36(9)	217(54)	4(1)	113(28)	30(8)



Table 8 shows the participants' responses on parents/societies related factors affecting guidance and counselling programmes in schools. Most of the respondents (61 %, 51 %, 69 %, 69 %, 71 %, and 60 %) agreed that guidance and counselling programmes in schools are affected by lack of parental support, lack or inadequate public awareness, parents prefer teachers to counsellors in handling their children, cultural differences between students and counselors, parental and/or societal influence, community see counsellors as people who want to know other people's secrets, respectively (Table 8).

**Table 8.** Parents/societies related factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of parental support/assistance for effective guidance and counselling services	56(14)	188(47)	20(4)	100(25)	36(9)
Lack or inadequate public awareness on the importance of guidance and counselling services	69(17)	136(34)	24(6)	108(27)	63(16)
Parents prefer teachers to counsellors in handling their children	96(24)	180(45)	12(3)	88(22)	24(6)
Cultural differences between students and school counselors	84(21)	192(48)	4(1)	80(20)	40(10)
Parental and/or societal influence	76(19)	208(52)	0(0)	100(25)	16(4)
Community see counsellors as people who want to know other people's secrets	92(23)	148(37)	16(4)	84(21)	60(15)

The participants' responses on counselling services related factors influencing guidance and counselling programmes in schools are shown Table 9. The result showed that 81 %, 58 %, 73 %, 61 %, 57 %, and 62 % of the respondents agreed that guidance and counselling programmes in schools are influenced by lack of proper timetable for guidance and counselling programmes, insufficient time for guidance and counselling services, school counsellor's office/room is not private enough for consultation, lack of confidentiality, nature of students counselling problem, and unavailability of guidance and counselling services to all students, respectively (Table 9).

**Table 9.** Counselling services related factors influencing guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Lack of proper timetable for guidance and counselling programmes	108(27)	216(54)	0(0)	64(16)	12(3)
Insufficient time for guidance and counselling services	84(21)	148(37)	12(3)	116(29)	40(10)
School counsellor's office/room is not private enough for consultation	68(17)	224(56)	24(6)	72(18)	12(3)
Lack of confidentiality	48(12)	196(49)	23(6)	113(20)	20(5)
Nature of students counselling problem	72(18)	156(39)	68(17)	84(21)	20(5)
Unavailability of guidance and counselling services to all students	49(12)	199(50)	8(2)	100(25)	44(11)

## Possible strategies to address factors affecting guidance and counseling programmes in schools

Table 10 shows the participants' responses on possible strategies to address factors affecting guidance and counselling programmes in schools. Most of the respondents (78 %, 65 %, 73 %, 73 %, 87 %, 76 %, 79 %, 69 %, 85 %, and 74 %) agreed that the factors influencing guidance and counselling programmes in schools could be addressed by provision of adequate funding for guidance and counselling programmes, creating public awareness on the importance of guidance and counselling services, assigning only guidance and counselling responsibilities to school counsellors, allocation of sufficient time to guidance and counselling services, employing professional/competent counsellors in schools, posting of both male and female counsellors in schools, supporting guidance and counselling programmes by school administrators, good attitudes and rapport of school counsellors, provision of adequate incentives for school counsellors, and provision of adequate support on guidance and counselling programmes by government, respectively (Table 10).

**Table 10.** Possible strategies to address factors affecting guidance and counselling programmes in schools

Factor	SA	A	U	D	SD
Provision of adequate funding for guidance and counselling programmes	98(25)	213(53)	0(0)	80(20)	9(2)
Creating public awareness on the importance of guidance and counselling services	72(18)	188(47)	16(4)	96(24)	28(7)
Assigning only guidance and counselling responsibilities to school counsellors	89(22)	205(51)	0(0)	98(25)	8(2)
Allocation of sufficient time to guidance and counselling services	56(14)	235(59)	0(0)	89(22)	20(5)
Employing professional/competent counsellors in schools	112(28)	236(59)	12(3)	28(7)	12(3)
Posting of both male and female counsellors in schools	88(22)	215(54)	44(11)	49(12)	4(1)
Supporting guidance and counselling programmes by school administrators	101(25)	216(54)	0(0)	63(16)	20(5)
Good attitudes and rapport of school counsellors	97(24)	179(45)	16(4)	88(22)	20(5)
Provision of adequate incentives for school counsellors	108(27)	231(58)	0(0)	41(10)	20(5)
Provision of adequate support on guidance and counselling programmes by government	79(20)	217(54)	24(6)	56(14)	24(6)

## DISCUSSION AND CONCLUSION

The result of this study indicated that guidance and counselling programmes in secondary schools are affected by many factors including lack of professional counsellors, gender of counsellor, lack of formal training for counsellors, assigning other responsibilities to counsellors, behaviours of counsellors, lack of students' interest, level of students' trust on counsellors, lack of support from school administrators/government, recruitment of unqualified school counsellors, lack/inadequate funding, lack of materials/facilities, lack of parental support, lack or inadequate public awareness, lack of proper timetable and insufficient time for guidance and counselling services. This study is in agreement with other relevant studies. Odhiambo (2016) reported that most teacher counsellors were not trained, and there was lack of essential resources, awareness about counselling, lack of confidentiality and unfriendly counsellors. Lack of support given to counsellors and lack of resources and facilities have been reported as factors influencing guidance

and counselling services in secondary schools (Mbongo et al., 2016). Study by Kamore & Tiego (2015) showed that guidance and counselling programmes were significantly affected by inadequate trained and motivated counsellors, lack of facilities, offices for counselling, lack of time and enough resources. It has been reported that the number of counsellors employed to provide students' guidance and counselling needs in secondary schools was significantly inadequate (Adebowale & Popoola, 2011). Information and Communication Technology (ICT) is one of the major factors that influence guidance and counselling services in secondary schools (Modo & George, 2013). It has been reported that ICT help improve guidance and counselling services (Suleiman et al., 2012). Study by Anagbogu et al. (2013) indicated that lack of fund and lack of equipments and facilities such as computer, counselling clinic, radio, television, one-way mirror, generator and furniture were negatively influenced guidance and counselling services in schools. However, Nwachukwu et al. (2019) reported that guidance and counselling programmes were significantly affected by the low income, insufficient power supply, lack of computer and internet skills by the counsellors, lack of professional counsellors, limited counselling time and services. Factors such as lack of counselling equipments, recruitment of unqualified counsellors, unavailability of students' information, financial constraint and unfavourable school policy have reported to influenced guidance and counselling services in schools (Chireshe, 2012). Research showed that factors including gender of the counsellors and students, students' and teachers' negative attitudes, lack of professionalism and/or appropriate skills of counsellors, lack of trained counsellors, lack of government support, lack of or inadequate funding, lack of confidentiality, feeling of suspicion of the role/of integrity of counsellors, counsellors created problems and blurred role of the teacher counsellors influenced guidance and counselling in the secondary schools (Tita-Nghamun, 2016). Lack of professionally trained counsellors influenced guidance and counseling programmes in schools. Unprofessional counsellors are not effective and competent to deliver guidance and counselling services to students due to the lack of essential elements and core conditions of counselling (Hui, 2016).

This finding revealed that strategies such as creating public awareness on the importance of guidance and counselling services, assigning only guidance and counselling responsibilities to school counsellors, allocation of sufficient time to counselling services, employing professional/competent counsellors, posting of both male and female counsellors, provision of adequate funding for guidance and counselling programmes, good attitudes of counsellors, provision of adequate incentives for school counsellors, and provision of adequate support on guidance and counselling programmes by school administrators/government would effectively address the challenges facing guidance and counselling programmes in secondary schools. The finding of this study is in line with other relevant reported studies. Study by Tita-Nghamun (2016) showed that training of counsellors on guidance and counselling activities in secondary schools through workshops and seminars utilizing various technologies will effectively enhance guidance and counselling programmes in schools. School administrators' support, public awareness on guidance and counseling programmes, government support, counsellors commitment, training and appointment of qualified guidance counsellors, parents' inclusion, promoting confidentiality, adequate use of referrals, and posting of both male and female counsellors could significantly promote guidance and counselling services in secondary schools (Tita-Nghamun, 2016). Study showed that some of the strategies to address the problems of guidance and counselling programmes in the Nigerian schools caused by many factors include employment and deployment of professional counsellors, provision of adequate incentives for school counsellors, community involvement in guidance and counselling programmes, and promotion of adequate and effective public enlightenment programmes to sensitize the general public on the significance of guidance and counselling services (Haruna, 2015). Wango and Mungai (2007) reported that the counselling room/office should be available and should be specifically located for the purpose of counselling in all secondary schools. Studies showed that teacher counselor should be emotionally mature, responsible, honest, confidential, and trusted by students (Lutomia and Sikolia, 2008). However, it has been reported that for an effective guidance and counseling in schools there are needs for

cooperative effort of counsellors, school administrators, teachers, parents, community, government, and the students themselves (Gok, 2018).

Based on the findings obtained, factors such as lack of professional counsellors, lack of counseling materials/facilities, lack of retraining for school counsellors, assigning other responsibilities to counsellors, students and teachers' gender, level of students' trust on counsellors, parental influence, lack or inadequate public awareness, attitudes and personality of the counselor, lack of support from school administrators/government, and insufficient time for guidance and counselling services among others were significantly affected the guidance and counselling programmes in secondary schools. Strategies such as employing professional counsellors, creating public awareness on the importance of guidance and counselling services, assigning only counselling services to counsellors, allocation of sufficient time to counselling services, posting of both male and female counsellors, good attitudes of counsellors, and provision of adequate support by school administrators/government among others will effectively address the challenges facing guidance and counselling programmes in secondary schools.

### SUGGESTIONS

Maximum cooperation among all the education stakeholders in Sokoto state particularly heads in ministry of education, school administrators, counsellors, and teachers should be given in order to address the factors affecting guidance and counselling programmes in secondary schools. Also, parents and communities should be harmonized and supported to all the counselling services as well as activities providing to their children. This will significantly help resolve the major challenges associated with school guidance and counselling programmes.

### LIMITATIONS AND RECOMMENDATIONS

This study is limited to secondary schools and was conducted in some secondary schools in metropolis of Sokoto state, Nigeria. Similar studies should be conducted in other secondary schools in the state metropolis and other local government areas in Sokoto state. Conducting relevant studies in primary schools and higher institutions in the state is highly significant to existing guidance and counselling programmes in schools.

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