



Emerging Trends of Counselling for Sustainable Development among Students and Teachers of Secondary Schools in Southern Senatorial District of Cross River State, Nigeria

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Authors' contributions

This work was carried out in collaboration between both authors. Author SBE designed the study, wrote the protocol and supervised the work. Author JSP performed the statistical analysis and managed the analyses of the study. Author SBE wrote the literature of the manuscript. Both authors read and approved the final manuscript.

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ABSTRACT

School counsellors' unique role makes them ideal coordinators and leaders in implementing sustainable development and effective disaster management in schools which teachers and students play a role. This study investigated the emerging trends of counselling for sustainable development among students and teachers of secondary schools in Southern Senatorial District of Cross River State. Five research questions and one hypothesis were raised for this study. Descriptive survey research design was used for this study. Structured questionnaire were administered to 180 respondents using stratified random sampling procedure in selecting 4 secondary schools from four Local Government Areas of the Senatorial District. The data were subjected to descriptive and inferential statistical analyses and interpretation. The study found that, schools lacked adequate physical and human resources needed for effective counselling service delivery. Thus, the level of patronage of the counselling unit in schools was low. As a result, majority

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(43%) of the students preferred going to their parents/guardians for counselling, (32%) consult their classmates and friends, while (21%) feel free to consult their school counsellors. It was observed that issues students sought for Guidance and Counselling were education, vocational and private while the teachers visit the counsellor on personal issues mostly (61%). Counsellors used one-on-one methods commonly. The respondents (75%) stated that Guidance and Counselling programme is not carried out by schools adequately due to poor funding and negligence. Counselling services rendered in private schools were not significantly different from that of public schools. Therefore, the specialized skills of the school counsellors need to be tapped to prevent, and treat increasing psychosocial problems of the students and teachers to provide sustainable development and reduce personality disaster in secondary schools. It is recommended that, all schools should provide basic resources for guidance and counselling; funding of the Guidance and Counselling programmes in schools should be increased; more school counsellors should be employed.

Keywords: Guidance and counselling; parents; secondary schools; sustainable development; teachers.

1. INTRODUCTION

Education is a strong tool in advancing people out of poverty and stimulating social security. It is vital for socio-economic and political development. Education is the frontier for social justice and the wheels of social suppleness and redistribution of societal wealth [1,2]. According to Emeh et al. [1], education is a continuous process by which an individual acquires basic skills that enable him to function effectively as member of the society. Despite the salient contributions education can offer as vital instrument of change for a country, there remain general short falls that bedevil the actualization of sustainable development and disaster management in Nigeria. Consequently, the country is still surrounded by the vicious cycle of underdevelopment, encapsulated by social chaos such as poverty, food insecurity, health crisis, poor infrastructure, high crime rate and poor sanitation [3]. These negative vices results to a society loaded with stress and strain for the teachers and students of secondary schools, thus, reflecting in the teaching and learning in school environments through poor performance in examinations. To cope with these psychological ills and maintain mental balance, school counsellors seem to be one of the viable options to the teachers, students and even parents.

Counselling as a profession is definitely a child of the Western countries but Oye et al. [4] recounted that in Nigeria, counselling started in 1959. School counselling, Kodad and Kazi [5] stated that, is a profession that focuses on the relations and interactions between teachers, students and their school environment to reduce the effects of environmental and institutional

barriers that impede student's academic success. Rao in [6] defined counselling as a 'helping relationship' that aims at enabling clients understand themselves 'as they are' such that they are able to work towards realizing their potential. Furthermore, school counsellors foster educational equity, access, and academic success in a rigorous curriculum to ensure that all students graduate from their school and succeed in their careers. For this purpose to be fulfilled, the trained school counsellor must be a confident advocate that can create opportunities for students, assists them in their academic, career, social, and personal development as well as help them follow the path to success and satisfied ambitions. The main duty of the school counsellor is to reshape teachers and students attitudes acquired over time by persuasively using diversity of techniques. These techniques could be one-on-one, telephone or group methods of counselling. In the view of Babatunde and Osakinle [7], group guidance is organized to prevent problems and the purpose of group guidance in school setting is to provide educational and vocational information which is not systematically taught in academic courses. It usually consist of about 20 – 25 students. They stated that group guidance or group programme is out to assist students in decision making through the help of a professional guidance counsellor. Furthermore, the authors reported that, group guidance and counselling seem to be the most appropriate technique to embark upon by school counsellor to facilitate vocational and career maturity behaviour.

The personal and social development of young people especially those in secondary schools mostly between the ages of 10 and 22 years, has become the responsibility of schools so much so

that today, schools require a more formal and explicit structure of responsibilities. According to [8], the role of the school and that of the teachers has been expanding as the society becomes more diversified. That is why counselling trends need to increase to attain sustainable development and managed disasters in educational institutions. With the crumbling of traditional family unit and ever decreasing time that modern parents are spending with their children, much responsibility has been placed on the school to shape the lifestyle of the students. This call for the development of more up-to-date counselling units in schools and counsellors are required to use modern trends of counselling to cope with the societal changes, taking on responsibilities that are more concerned with the social welfare of the learners [6] and teachers.

Teaching and learning processes are the two primary purposes of an educational institution. The teacher cannot say he has taught until the learner has learnt. Therefore, effective teaching can best be measured by the amount of knowledge the learner acquires from the teaching process. Thus, learner is the product and teacher the producer [9]. Learning is a process that involves development of habits, attitudes, perceptions, interests, preferences, social adjustment, and development of skills and acquisitions of knowledge [10]. It is therefore the duty of a teacher to ensure that every learner is a potential achiever through quality teaching and learning. Quality teaching is geared towards effective learning in conducive environment and steady mentality. The opinion of Anyachebelu [11] is that every learner has its own characteristics make-ups that either hinder or promote his/her rate of intellectual functioning. These hindrances could be psychological, emotional or social requiring the expertise of school counsellor if the student academic success and career development must be achieved. These challenges, [12] enumerated to include: lack of trust or belief in counselling by learners; inadequate fund, suitable facilities and time; Counsellors' poor knowledge / training on legal issues; cultural issues and unprotected law for the Counsellors. As such, Counselling programmes are imperative as the quality of education system is measured by how well the student(s) perform the functions of achieving the goals of education in the society.

1.1 Concept of Counselling

Counselling is a concept that has existed for a long time [13]. As a profession, it originated from

the western countries [5]. It is difficult to think of a single definition of counselling. This is because definitions of counselling depend on theoretical orientations. People in all societies, and at all times, have experienced emotional or psychological distress and behavioural problems. In line with this, [14] defined counselling as a facilitating and helping process where a professional counsellor provides skills, attention and time to assist clients to explore and identify issues causing problems and provide appropriate environment where change is possible. Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about self, and to use such understanding to enable the person to become an effective member of society [13]. They further expressed that, counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. Hence, counselling is viewed as a relationship between a concerned person and a person with a need. To sum it all, [15] defined counselling "as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and careers goals." Today, counselling has become institutionalized. Schools, now provide psychological support to students. Thus, a counsellor is perceived as a vibrant, dynamic and holistic empowering change agent who utilizes counselling skills and strategies garnered through training, experience and practice to proactively address client's challenges.

In schools, students face many difficulties and problems which may be expressed in form(s) of withdrawal, unhappiness, annoyance, anger, inability to meet needs, lack of knowledge, partial or total failure, inability to realize aspirations, anxiety and hyperactivity [13]. It is when students begin to understand who they are, how to handle perturbing issues in their lives, how they can contribute to healthy relationships and harness sustainable development in the educational sector that the goal of education will be actualized.

1.2 Theories of Counselling

Accomplished school counsellors demonstrate a comprehensive understanding of established and emerging counselling theories. Skillful school counsellors use their extensive knowledge of the

theories and best practices that support their profession to develop a sound, consistent, professional philosophy of counselling that guides their work with a diverse student population and environment. Using this background, they critically examine emerging trends and approaches, continually refine their skills, and consistently share their strong knowledge base with the entire school community to ensure that the needs of every client is met. The foundation of the school counselling career contains knowledge and specialized attitudes that promote student development, learning, and achievement resulting to sustainable development of the educational sector. Theories used for counselling include:

1.2.1 Client-centred or person-centred theory

The founder and leader of the client-centred or person-centred theory of counselling is Carl Rogers. He practiced, researched, and refined the theory throughout his professional life and is recognized as one of the most important approaches to counselling [13]. It requires the client to take an active role in his or her treatment with the counsellor being non-directive and supportive. The goals of client-centered theory are increased self-esteem and openness to experience. Client-centered therapists work to help client lead full lives of self-understanding, reduction in defensiveness, guilt, and insecurity as well as more positive and comfortable relationships with others and an increased capacity to experience and express their feelings. The theory considers that humans have an inherent self-actualizing tendency, a movement towards developing capacities for maintaining and enhancing the individual. By following this inborn drive, people can meet their needs, develop a view of themselves, and interact in society in a beneficial way. This may not occur without distress or 'growing pains', but theoretically, if humans can be helped to follow their nature, they will move towards a state of relative happiness, contentment, and general psychological adjustment [13]. Rogers strongly believed that in order for a client's condition to improve counsellors should be warm, genuine and understanding [16] in their effort to proffer solutions to clients' problems. These conditions consist in the counsellor expressing, and the client perceiving, unconditional positive regard, empathetic understanding, and congruence, or honesty. Rogers [17] himself put it this way.

"It is that the individual has within himself or herself vast resources for self-understanding, for altering his or her self-concept, attitudes and self-directed behavior - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided."

1.2.2 Rational-emotive theory

Rational-Emotive Theory was developed by Albert Ellis. As opined by Dryden and Branch [18], Rational-Emotive Behaviour Theory is one of the cognitive-behavioural approaches to psychotherapy. Thus, it means that it pays particular attention to the role that cognitions and behaviour play in the development and maintenance of people's emotional problems. Underlying the practice of rational-emotive theory and its applications to counselling, is a set of theoretical hypotheses about the emotional-behavioural functioning of humans and how it can be changed (Ellis in [13]). The theory holds that events do not force people to have emotional behavioural reactions; rather, it is their interpretation or thoughts about events that precipitate emotion and behaviour. Therefore, the target for change in counselling is those thoughts, attitudes, beliefs and meanings that create emotional-behavioural disturbance. Ellis theorizes that humans have the capacity to interpret reality in a clear, logical and objective fashion, and avoid unnecessary emotional-behavioural upsets, but also says that humans are predisposed to irrational interpretations. According to the theory as explained by Dryden and Branch [18], people easily transmute these rational beliefs into four types of irrational beliefs; viz: Demands, Awfulising beliefs, Low frustration tolerance beliefs, and Self/Other/Life depreciation beliefs.

1.2.3 Behavioural counseling

The definition of behavioural counselling is that it 'consists of whatever ethical activities a counsellor undertakes in an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problems' (Koumboltz in [13]). This definition highlights two important facts: (1) there is no end to the variety of methods, used in behavioural counselling, and (2) the goals of counselling - can be stated in behavioural terms [13]. This theory, in the opinion of Feltham and Palmer [19] is about eliminating or reducing

distressing behaviour and is not concerned with alleged causes or global personality changes. Behaviour is learned and acquired largely through modelling, conditioning, and reinforcement; with a purpose and is the major determinant of habits, thoughts, emotions, and other aspects of personality; that is why behaviour counselling seeks to understand and change behavior.

1.3 Statement of the Problem

To achieve sustainable development in teaching and learning process as well as improve disaster management in secondary schools, require adequate counselling to help teachers and students to flow at the same frequency. According to Oye et al.[4], the essence of incorporating guidance and counselling into Nigerian school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Thus, counsellors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice. To ensure that this discipline, counselling wears a national outlook, [20] made it clear that counselling services should be rendered to students in schools. The aforementioned policy document noted that — in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, counsellors will be appointed in post primary institutions. This means that all students in the school system should benefit from counselling services. Consequently, counselling services became widely recognized as an important aspect of educational services in Nigeria. To fulfill the Nigeria government policy as well as implement the policy statement, professional counsellors were posted to virtually all the post – primary schools in Nigeria [4]. Therefore, it necessitates investigation of the emerging trends of counselling in secondary schools to achieve sustainable development and increase disaster management attitudes among Nigerian secondary school students. It has been noticed that the absent of proper guidance and counselling may have brought about increased examination failure and cultism as well as societal vices [20]. Based on this pertinent issue, the need for counselling has become paramount in order to promote the well-being of the students. Research has established that human beings have changed the ways in which they live their lives due to unprecedented economic and

social changes. Therefore, effective counselling, especially in institutions (secondary schools) of learning has now become important because young people need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life [13]. It is expected that effective counselling should help to improve the self-image of young people and facilitate achievement in life tasks; and should empower students to participate fully in, and benefit from, the economic and social development of the nation. So, a study on emerging trends of counselling to evaluate their impact of guidance and counselling on teaching and learning in secondary schools in the study area is therefore necessary to achieve sustainable development goals targeted by the government.

1.4 Objectives of the Study

The major objective of the study was to evaluate the impact of emerging trends of counselling on learning and teaching of secondary schools in the study area. Specifically, the study:

1. found out the physical and human resources used for counselling services delivery in secondary schools;
2. determine the emerging issues teachers and students sought counselling for;
3. ascertained personnel students prefer going to for counselling;
4. examined emerging methods of counselling employed in school in the area; and
5. identified factors limiting school counselling

1.5 Research Questions

- 1 What are the physical and human resources used for Guidance and counselling services delivery in secondary schools?
 1. What are the emerging issues teachers and students sought Guidance and counselling for?
 2. Who are the personnel students prefer going to for Guidance and counselling?
 3. What are the emerging methods of Guidance and counselling employed by school counsellors?; and
 4. What are the factors limiting school Guidance and counselling?

1.6 Significance of the Study

This salient role of the school counsellor cannot be over-emphasized. This study will be very useful to educational planners and policy makers of the country as it unveiled that one of the objectives of the National Policy on Education has been violated thereby increasing the rate of maladjusted behaviours in school environments leading to incessant examinations' failure. The findings of this paper will help school counsellors, teachers, students, school authorities and other researchers.

1.7 Hypothesis

The hypothesis tested was stated as:

H₀ - there is no significant difference between counselling received in private and public schools in the area;

2. RESEARCH METHOD

Descriptive survey research design was used for this study. Shaughness [21] observed that survey research is used by a variety of different groups - Psychologists, Counsellors and Sociologists to analyze behaviour. This study was carried out in Southern Senatorial District of Cross River State, Nigeria. The district is comprised of seven Local Government Areas with boundaries to the central senatorial district, Cameroon, Akwa Ibom and Ebonyi States, and the Ocean. Calabar, the capital of Cross River State is located in this Senatorial District. A good number of secondary schools are found in this area.

The population of this study consists of the senior secondary school classes (SS1 - 3) of four secondary schools in four Local Government Areas. The total population in the four secondary schools comprised of 213 teachers and 1,784 students. A sample size of one hundred and eighty (180) respondents was selected through a stratified random sampling technique. Four Local Government Areas (Biase, Akamkpa, Calabar Municipality and Akpabuyo) were randomly selected from the seven Local Government Areas. Secondary schools in the Local Government Areas were stratified into public and private. Two private secondary schools and two public secondary schools were randomly selected. Senior secondary school classes were purposively selected for the study based on their high level of maturity and level of understanding psychosocial challenges. Thirty students (fifteen males and fifteen females), and fifteen teachers were randomly selected from each secondary school. Data were collected through structured questionnaires and were analyzed using descriptive statistic and independent t –test. The t-test was used because the two samples (private and public) are independent samples. A 5% probability level was set to test the hypothesis.

3. RESULTS AND DISCUSSION

3.1 Results

Research Question 1: What is the percentage analysis of physical facilities and human resources available for Guidance and counselling services delivery in secondary schools?

Table 1. Physical facilities available for guidance and counselling

Opinion	Teacher		Students		Pooled	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	22	36.67	49	40.83	71	39.44
No	38	63.33	71	59.17	109	60.56
Total	60	100.00	120	100.00	180	100.00

Table 2. Human resources available for guidance and counselling

Opinion	Teachers		Students		Pooled	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	27	45.00	40	33.33	67	37.22
No	33	55.00	80	66.67	113	62.78
Total	60	100.00	120	100.00	180	100.00

Table 3. Professional training of counsellors

Professional training of counsellors	Frequency	Percentage
Trained	77	42.78
Untrained	103	57.22
Total	180	100

Quality guidance and counselling services require a number of facilities. The result on physical facilities available in schools showed that schools lack physical facilities for guidance and counselling programmes. The respondents 109 (60.56%) revealed that there are no physical facilities (Offices, reference books, guidance and counselling manual, career resource centre) for counselling in their schools (Table 1). Where the rooms are provided, there are not furnished with modern office facilities to give relaxation to the clients, others are in bad conditions (*Personal observation*).

Human resources include personnel involved in guidance and counselling. The Guidance and Counselling programme in Nigeria stated that professional counsellor(s) should be employed in every secondary school to reduce the level of psychosocial problems in secondary schools and increase academic chances of the students. The findings in this study established that, there are inadequate human resources in secondary schools in the area. This is due to the 62.78% of the respondents who stated that there are no human resources in their schools. This implies that even where there are, they may not be known to the students as a result of their poor activities. From the findings, the teachers (45%) are more aware of the presence of the human resources counsellors than the students (33.33%) (Table 2). This may be that some of the counsellors are assigned teaching duties thereby not functioning as counsellors as a result of over loaded work bestowed on them. Thus, the level of patronage of the counselling unit in schools in the area was low. Table 3 shows that 42.78% of the respondents (teachers and students)

highlighted that the counsellors had obtained professional training while 57.22% were professionally untrained as counsellors, rather they had other certificates, meaning guidance and counselling service is mostly handled by teachers without professional training on guidance and counselling.

Research Question 2: Who are the personnel students prefer going to for Guidance and Counselling?

Table 4. Personnel students prefer going to for guidance and counselling

Preferred source for guidance and counselling	Frequency	Percentage
Classmates and Friends	38	31.67
School counsellors	25	20.83
Parents / Guardians	52	43.33
Others	05	4.17
Total	120	100

Majority (43.33%) of the students preferred going to their parents/guardians for guidance and counselling, (31.67%) consult their classmates and friends to counsel them, while (21%) access their school counsellors, and (4.17%) used other sources for their counselling (Table 4). The result depicts that, students prefer consulting non-counsellors for their counselling.

Research question 3: What are the issues teachers and students sought guidance and counselling for?

It was observed in Table 5, that issues students sought for Guidance and Counselling were education / academic, career / vocational, personal / social and psychosocial while the teachers visit the counsellors on personal / social issues mostly (61%). Teachers' psychosocial problems are sometimes solved by the counsellor as 30.51% of the teachers' agreed to

Table 5. Issues respondents seek guidance and counselling

Issues guidance and counselling is sought for	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Education / academic	0	0	38	31.67
Personal / social issues	36	61.02	25	20.83
Career and vocational	5	8.47	52	43.33
Resolving psychosocial problems	18	30.51	05	4.17
Total	59	100	120	100

this. Students who visit counsellors for educational / academic purposes were 31.67%, while those who visit for career / vocational reasons constitute 43.33%.

Research question 4: What are the methods of guidance and counselling employed by school Counsellors?

Table 6. Methods of guidance and counselling

Guidance and counselling methods carried out	Frequency	Percentage
Group	49	27.22
One-on-one (personal or single person)	66	36.67
Telephone	27	15
Internet / social media	38	21.11
Total	180	100

It was found that counsellors used one-on-one method of counselling mostly (36.67%), group technique (27.22%), internet / social media (21.11%) while telephone was 15% (Table 6). This implies that, the presence of counsellors motivated clients to go for counselling on bothering issues.

Research question 5: What are the factors limiting school counselling?

The respondents (75%) stated that Guidance and Counselling programme is not carried out by schools adequately due to poor funding and negligence (Table 7). It was revealed that 10.56% of the respondents believed that poor

support from school Principals and Administrators has hindered guidance and counselling programmes in secondary schools in the area. Also, attitudes of the counsellors has been found (9.44%) to hamper the free administration of guidance and counselling programmes in secondary schools in the study area.

3.2 Test of Hypothesis

H₀ - there is no significant difference between counselling received in private and public schools;

Table 8 shows that the calculated t-value of 0.334 is less than the critical t-value of 1.65. Statistically, this result indicated that there is no significant difference between counselling activities in private secondary schools and that of the public secondary schools in the area. It therefore means that the counselling programmes in private secondary schools do not differ significantly from that of the public secondary schools. Thus, the null hypothesis is accepted.

3.3 Discussion

The whole world is facing tremendous changes socially, politically and economically. These changes sometimes influence teaching and learning negatively, which in turn present challenges to the society through maladjusted behaviours among students reflecting in their examinations' results. Consequently, school counsellors have a significant role to play if the students and teachers must be productive in order to attain sustainable development and effectively manage disaster in the educational

Table 7. Factors limiting of guidance and counselling

Factors limiting guidance and counselling programmes	Frequency	Percentage
Poor support from school Principals / Administrators and other Staff	19	10.56
Poor Funding	75	41.67
Negligence	60	33.33
Attitudes of the counsellor(s)	17	9.44
Non-exposure of Counsellor(s) to workshops/seminars	09	5
Total	180	100

Table 8. Test of hypothesis using t-test

School type	N	Variance	DF	t-stat	t-crit	Decision
Private	90	0.406	176	0.334	1.654	Not significant
Public	90	0.450				

sector. To buttress the importance of counselling to educational system Professor Jibril Aminu, a former minister of Education in Nigeria was quoted by Arowolo [22] thus: "The National Policy on Education appreciates that for our educational system to succeed, guidance and counselling has a major role to play". This study shows that the secondary schools in the area lack sufficient physical facilities for guidance and counselling programmes. This is in agreement with the result of Nyamwange et al. [23] where they reported that available guidance and counselling facilities were inadequate in Kenya. This finding is in line with the opinion of Tambawal [24], who suggested that relevant physical facilities and equipment needed for running the counselling programme should be provided. A well-furnished office is attractive and gives clients feelings of comfort. This result contradicts [6] who reported that only 40.2% of the respondents highlighted that their schools did not have specific rooms for Guidance and Counselling.

The human resources in this study include personnel involved in guidance and counselling. It was expected that every secondary school in the area should have at least a counsellor, but the result revealed that, there is a shortfall in human resources in secondary schools in the area. Even where they are available, they are loaded with other duties, neglecting their primary function of counselling, to the detriment of their intended clients. This has led to poor patronage of the counselling unit in schools. The introduction of Guidance and Counselling to schools as contained in [20], stated inter alia that: "in view of the fact that students do not choose courses and jobs realistically and also because of the evident maladjustment exhibited in students, it was necessary to introduce Guidance and Counselling services in our schools and Guidance Counsellors should be posted to all schools to effect the programme". From the findings, it could be adjudged that the rationale for introducing Guidance and Counselling programmes in the secondary school system has been defeated.

Most of the counsellors are not trained professionals; rather they are teachers who are appointed by the Principal(s) or School Administrators to oversee counselling units. Some of these persons appointed into this offices lack proper counselling skills and are still loaded with teaching subjects and other duties hence resulting to inefficiency in their duties. According

to Abolarinwa in Arowolo [22] for the successful organization of any Guidance and Counselling program, attempt should be made to clarify the role of Guidance Counsellors. Kevin [25] reported that some Counsellors due to addition of teaching loads to their counselling activities decided to forsake counselling. This is in agreement with the statement by Mushaandja et al. [12] that Teacher Counsellors in Namibia are appointed from a pool of ordinary teachers, who are not adequately trained in school counselling, rather, they are only "introduced" or "sensitized" into issues related to counselling. Based on this [26] stressed that counselling is the relationship that is qualitative enough to change or affect people's life positively and as such involves a catalog of skills to establish and maintain that relationship thus should be exposed to programmes such as seminars and workshop in order to enhance their professionalism. As a result, [27,28] advocated that training and retraining of counsellors should be carried out.

The study found that, most students preferred getting counselling services from their parents/guardians while some are counsel by their classmates and friends. The preference of the students for counselling from other sources order than school counsellors could be attributed to insufficient physical facilities and human resources necessary to deliver counselling services in secondary schools in the study area. The source of counselling indicate that although Guidance and Counselling programmes availability have been documented, schools end up not having sufficient counsellors. Issues students sought for Guidance and Counselling cut across education / academic, career / vocational, personal / social and psychosocial problems while the teachers visit the counsellors on personal / social issues. This indicates that academic and career developments are the major reasons students visit the counsellor. This collaborate [4] opinion that the importance of guidance and counselling programme include bringing to the students better understanding of the educational, vocational and social information needed to make wise choices.

Guidance and Counselling programmes are poorly conducted due to inadequate fund and negligence from the school authorities and government. This result is in conformity with other studies on funding. For instance, [29] opined that counselling in schools should be properly funded in order to increase outcome. Bukoye [30] submitted that no meaningful

services are cheap, for effective counselling, funds are needed. Funds are needed for the purchase of counselling materials like inventories, charts and also to equip the counsellor's office [22]. Poor support from school principals and administrators limits Guidance and Counselling programmes negatively. The finding shows that Principals and Administrators do not give adequate support to Guidance and Counselling programmes in schools. This is why [4] asserted that school counsellors do not receive the support of administrators and teachers because they do not have sufficient information on counselling. They concluded that it is only when administrators and teachers have sufficient information that they will have positive views and true expectations on counselling and give counsellors the necessary support which will bring about sustainable development in education. The attitudes of the counsellor can impede clients from visiting the counsellor for counselling. Where the attitude of the counsellor is receptive and warm, the clients will be happy and willing to solve his/her problems. McLeod [16] strongly believed that in order for a client's condition to improve; counsellors should be warm, genuine and understanding. When clients interact with counsellors who behave in this manner, they begin to share their experience; the self-actualization tendency is activated; they question and cast off conditions of worth, and move towards unconditional acceptance and respect [13].

It was found that counsellors used one-on-one method of counselling mostly, although, group technique, internet / social media and telephone were also used. It is obvious that one-on-one method removes shyness from clients who may want to maintain secrecy over their personal issues. It gives the client confidence to open up to the counsellor more. In turn, it allows the counsellor to ask necessary questions on the bothering issues in order to help the client resolve perturbing challenges. The findings on the use of group method for counselling is in line with the result of Babatunde and Osakinle [7] who declared that group approach is responsible for the success of students' work together which facilitate cooperation and share of knowledge resulting to positive change among the group members. Odebunmi in Babatunde and Osakinle [7] asserted that among the various type of group work available, the most important to the Nigerian counsellors is group guidance and counselling for vocational exploration. They opined that group method will help in fostering

vocational maturity behaviour among school students. The use of internet / social media has been applied in counselling respondents in the area. This form of counselling requires constant network and is financially demanding; although, it allows the client to reach to the counsellor from a distance at any time and eliminates shyness.

The hypothesis tested showed that there is no significant difference between counselling programmes in private secondary schools and that of the public secondary schools in the study area. Thus, the null hypothesis is accepted. This means both private and public secondary schools in the area operate the same way concerning counselling programmes.

4. CONCLUSION

The research viewed that majority of the school authorities have no regards for Guidance and Counselling programmes in schools. Even though, counselling helps in resolving students educational, vocational and personal social challenges created from the downtrodden society of nowadays; so that they can move closer towards their personal goals. This research established that counsellors in the study area were not trained professional counsellors. More so, counselling programmes are underfunded and are neglected by government and school authorities. Both private and public secondary schools in the area have poor physical facilities and inadequate human resources, thereby resulting to poor patronage of the available counselling unit(s). This could increase maladjusted behaviours in school teachers and students. Therefore, if sustainable development and effective personality disaster management in the educational sector must be achieved, the specialized skills of trained school counsellor need to be tapped to prevent, and treat increasing psychosocial problems of the teachers and students in order to deliver full development to the clients through effective teaching and learning in secondary schools.

5. RECOMMENDATIONS

The research recommended that:

- ❖ All schools should provide basic resources for guidance and counselling.
- ❖ Counselling should be a full-time job in schools and no other duty assign to Counsellors.

- ❖ Seminars and workshops should be organized for Counsellors to enhance their professional competency.
- ❖ School authorities should assist in creating awareness and advising students on the importance of counselling programmes.
- ❖ Adequate funding should be provided to the guidance and counselling unit/department in every secondary school.
- ❖ More trained Counsellors should be employed by the concerned authorities in schools.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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