

Roles of Counsellors and School Administrators in Enhancing Guidance and Counselling Programmes in Some Secondary Schools Sokoto Metropolis

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Abstract

This study evaluated the roles of teacher counsellors and school administrators in promoting guidance and counselling programmes in some selected secondary schools in the metropolis of Sokoto state. Descriptive survey design was used in this study. The participants in this study comprise 35 teacher counsellors, students, 15 school administrators, and 200 students in five selected public senior secondary schools in Sokoto metropolis. The sample size (250 respondents) of the study was obtained using simple random sampling technique. Data were collected from the participants using three sets of questionnaires. This finding showed that majority of the respondents indicated their agreements on all the stated counsellors' and administrators' roles in enhancing guidance and counselling programmes in secondary schools. This finding indicated that integrated guidance and counselling services in schools help to create conducive learning environment, identify and address the students' educational, social, emotional, and behavioral needs as well as enhancing their academic performance. There is need for collaboration between teacher counsellors and school administrators to promote guidance and counselling programmes in secondary schools.

INTRODUCTION

Education is a tool for national development (NPE, 2013). Students are expected to gain significant knowledge via effective teaching and learning making them useful in society. Education guidance is a component of guidance and counseling and a vital tool in education system (Ribadu, 2021). Guidance is a process that involves helping students make choices to bring self-direction and adjustment, develop the ability to set realistic goals and improve on total education programmes (Fareo, 2020). Counselling is an interaction or relationship between two or few individuals (Oviogbodu, 2015). 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; Egbo, 2013).

Guidance and counselling programmes have significant impacts in teaching and learning process in schools. Guidance and counselling programmes provide support and assistance to students in developing their educational, social, vocational, and emotional skills that help them in various aspect of life. Guidance and counseling services provide students with knowledge, skills, and experience that help them improve their academic performance, career choices, and successful future in life (Shehu et al., 2021). Guidance and counseling services in programmes aims at helping students in meeting their basic requirements, gaining self-awareness, developing relationships with peers, ensuring equivalent between permissiveness and regulation within the school environment, achieving success, and gaining opportunities for self dependence (Heyden, 2011). Guidance and counselling programmes assist students harmonize their capabilities, interest, values and enable them to develop their full potential. The programmes direct students on appropriate career and subject choices; resolving discipline, education, social and psychological problems; and overall improvement in school life (Oniye and Alawane, 2008).

A school counsellor is a qualified and/or licensed professional that provides support to students on their educational, career, college readiness, and social-emotional activities (ASCA, 2023). School administrators are professionals who perform different school administrative tasks to ensure smooth running of school. School administration is typically led by a principal and with assistance of vice principals. The role of teacher counselors and school administrators in developing and promoting guidance and counselling programmes is the bedrock for effective teaching and learning process in secondary schools. In schools, teachers counsellors, and school administrators provide effective guidance and counselling services to students and help support positive teaching and learning environment. Teacher counsellors and school administrators provide help, support, and guide students to develop and improve their academic performance, career choice, social, and emotional skills.

Development and improvement of guidance and counseling programmes in secondary school depends on the mutual cooperation between the teacher counsellors and school administrators. In many secondary schools this mutual cooperation is lacking contributing to low academic performance of students, indiscipline, and quality standard of secondary education. This study aims at evaluating the roles of teacher counsellors and school administrators in enhancing guidance and counselling programmes in some selected secondary schools in Sokoto metropolis. This study help provide important information that could be useful by teacher counsellors, school administrators, and ministry of education to support and guide students to develop and improve their academic performance, career choice, social, and emotional skills. The study assists teacher counselors with guidance and counseling services helping them evaluate the impact of guidance and counselling programmes on academic performance, career choice, social, vocational, and emotional skills of students. The study

helps school administrators to assess their roles in developing and promoting guidance and counselling programmes in their schools. The study also helps ministry of education to assess the effectiveness of guidance and counselling programmes in addressing many challenges facing secondary school students.

METHODS

Study Site

This study was carried out in some secondary schools selected from the secondary schools in the metropolis of Sokoto state. Sokoto state is located in the extreme North-Western zone in Nigeria, close to the confluence of the Sokoto River and the Rima River. Sokoto is a very hot area with an annual average temperature of 28.3°C (82.9 °F) and maximum daytime temperature of 40 °C (104.0 °F). National Population Commission reported that Sokoto state had a population of 3.6 million (NPC, 2007) with an estimate of 427,760 people in Sokoto metropolis (NPC, 2007). Majority of the people in the state are Hausa/Fulani by tribe with few groups including Gobirawa, Zabarmawa, Kabawa, Adarawa, Arawa, Yoruba, Ibos, and others (Shehu et al., 2021). There was report of indiscipline and low academic performance among students in the schools in study site. This could be associated with insufficient guidance and counseling services to resolve problems facing students in the schools.

Study Design

Descriptive survey design was adopted in this study. Descriptive survey method is appropriate for obtaining factual and attitudinal data and/or information. In this research study, there was need to obtain descriptive and self-reported data and/or information from teacher counselors and school administrators.

Sample size and Sampling Technique

The total population of this study was 250 consisting of 15 school administrators (Principals, Vice Administration, and Vice Academic Principals), 35 teacher counselors, and 200 students in five selected public senior secondary schools in Sokoto metropolis, Sokoto state. The five selected schools were three boarding boys' schools (Nagarta College, Sokoto Science College, and Sani Dingyadi Unity Secondary School), one day girl's school (Nana Girls Day Secondary School), and one day mixed schools (Government Day Secondary School). The sample size (250 respondents) of the study was obtained using simple random sampling technique.

Data Collection and Instrumentation

Data were collected from the selected respondents (teacher counselors, students, and school administrators) using three sets of questionnaires. Reliability of the instrument was tested using Pearson Product Moment Correlation Coefficient and 0.81 reliability coefficient was considered to be used for this study. The data were analyzed using descriptive (summarizing and organizing the data) and inferential (deductions and generalizations of study population) statistics.

RESULTS AND DISCUSSION

Demographic Information of the Respondents

Age Distribution of the Respondents

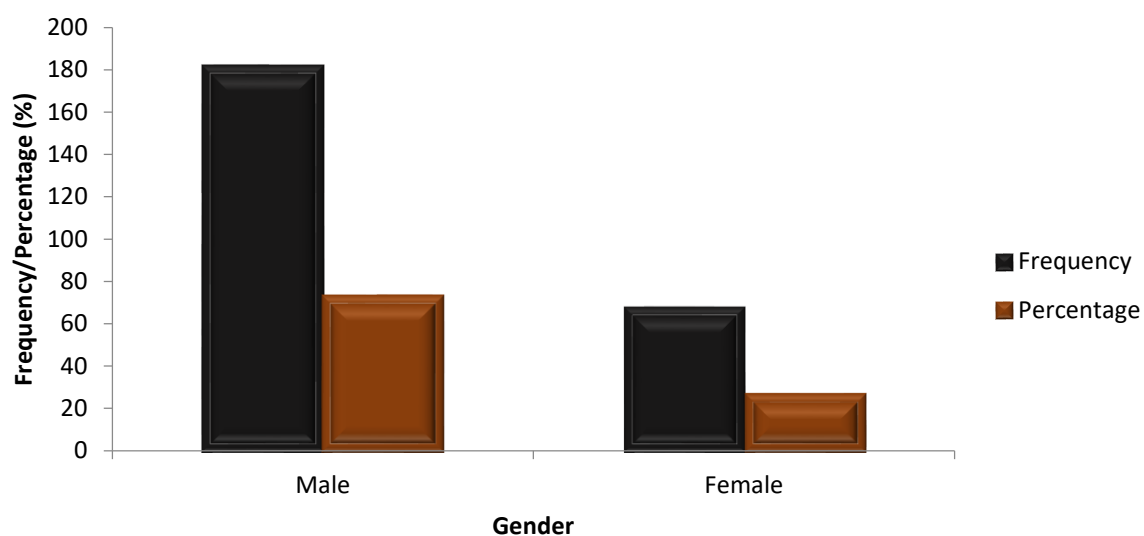
The age distribution of the respondents is shown in Table 1. Most of the respondents were students aged between 15 and 19 and occupied the highest percentage. The respondents aged 55 and above occupied the least percentage (Table 1).

Table 1. Age Distribution of the Respondents

Age (Year)	Frequency	Percentage (%)
15 – 19	173	69
20 – 24	25	10
25 – 29	4	2
30 – 34	8	3
35 – 39	5	2
40 – 44	9	4
45 – 49	11	4
50 – 54	10	4
55 – 59	2	1
60 and Above	3	1

Gender Distribution of the Respondents

Figure 1 shows the gender distribution of the respondents. Seventy three percent (73%) of the respondents were male while twenty seven percent (27%) were female (Figure 1). The higher percentage of the male respondents could be attributed to more number of boys' schools used in this study and an indicator of more number of male teacher counselors and school administrators. There is need for increase involvement of female teacher counselors and school administrators in guidance and counseling programmes.

**Figure 1.** Gender Distribution of the Respondents*Educational Qualification of the Respondents*

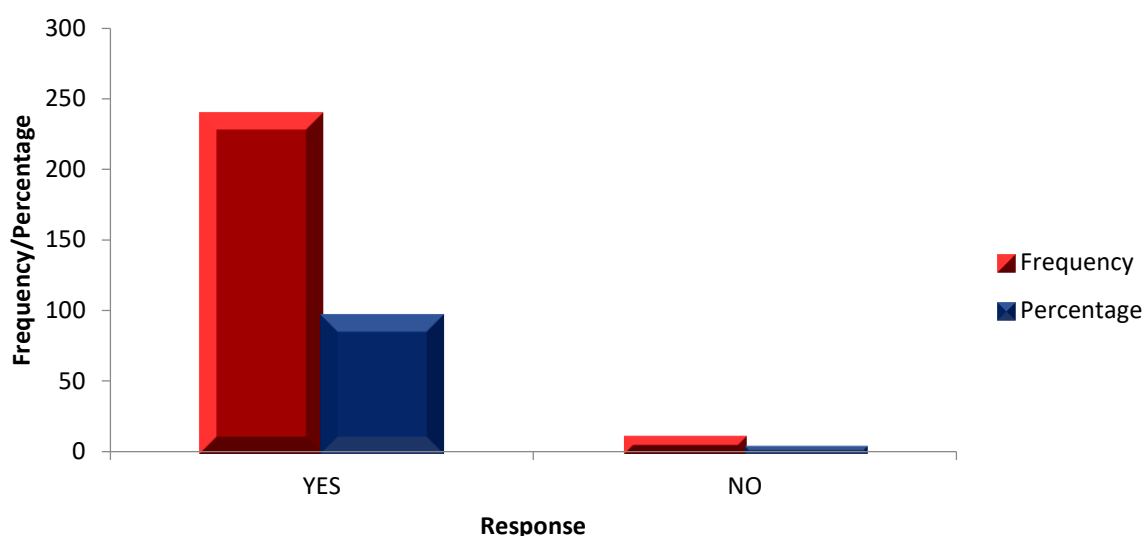
The educational qualification of the respondents is shown in Table 2. The result indicated that higher percentages of the respondents (66% teacher counsellors and 80% school administrators) are holders of degree in variety of disciplines. The least percentages of the respondents (11% teacher counsellors and 20% school administrators) are master's degree holders. Nigeria Certificate in Education (NCE) is the low qualification held by the teacher counsellors (23%) and none of the school administrators with NCE present qualification (Table 2).

Table 2. Educational Qualification of the Respondents

Qualification	Teacher Counsellors		School Administrators	
	Frequency	Percentage (%)	Frequency	Percentage (%)
NCE	8	23	-	-
DEGREE	23	66	12	80
MASTER	4	11	3	20

Status of Guidance and Counseling Programmes

The status of guidance and counseling programmes in the selected schools is shown in Figure 2. Majority of the respondents (96%) responded positively (Yes) to the active guidance and counseling programmes in their respective schools while negative response (No) was recorded by only 4% of the respondents.

**Figure 2.** Status of Guidance and Counseling Programmes

Guidance and Counseling Materials and Facilities and their Impact on Counselling Services

Table 3 showed the availability of guidance and counseling materials and facilities in the study schools. Most of the respondents (83%, teacher counsellors and 80%, school administrators) responded positively that counseling room/office is available in their respective schools. Majority of the teacher counsellors (54%) and school administrators (60%) responded positively to the availability of guidance and counseling notice board in their schools. Higher percentage of the of the teacher counsellors (80% and 74%) and school administrators (87% and 80%) responded positively to the availability of guidance and counseling curriculum and books and journals in their schools, respectively. However, most of the teacher counsellors (66%, 57%, and 94%) and school administrators (73%, 53%, and 80%) indicated negative to the availability of guidance and counseling individual student files, suggestion box, computer facilities, and storage facilities in their respective schools, respectively. All the respondents responded that audio and visual materials and psychological tests instruments are not available in their respective schools. This indicated that there are lack of some required materials and facilities in enhancing guidance and counseling programmes in the study school. Therefore, individual student files, computer facilities, and storage facilities should be looked into critically.

Table 3. Availability of Guidance and Counseling Materials and Facilities

Qualification	Teacher Counsellors		School Administrators	
	Yes	No	Yes	No
Counseling Room/Office	29(83)	6(17)	12(80)	3(20)
Notice Boards	19(54)	16(46)	9(60)	6(40)
Individual Students Files	12(34)	23(66)	4(27)	11(73)
Counseling Curriculum	28(80)	7(20)	13(87)	2(13)
Audio and Visual Materials	0(0)	35(100)	0(0)	35(100)
Books and Journals	26(74)	9(26)	12(80)	3(20)
Storage Facilities	2(6)	33(94)	3(20)	12(80)
Suggestion Box	13(37)	22(63)	5(33)	10(67)
Psychological Tests Instruments	0(0)	35(100)	0(0)	35(100)
Computer Facilities	15(43)	20(57)	7(47)	8(53)

Values are expressed as frequency and percentage (%)

Guidance and counseling materials and facilities comprise all types of equipments, buildings, and places/fields for academic and non-academic activities (Asiabaka, 2008). These include counselling modern counselling office/room, bulletin board or notice board, bookshelves, suggestion box, computers/ICT, students files, school folders, counselling posters and captions, psychological tests instruments, audio and visual materials, cleaning materials, books and journals, sports and games fields, landscape, farms and gardens, lighting, storage facilities (special and filling cabinets), and parking lot (Mogbo et al., 2011; Lawanson and Gede, 2011; Asiabaka, 2008). This finding indicated that most of the required materials and facilities for guidance and counselling services are inadequate and some are totally absent. Lack of proper guidance and counselling materials and facilities in the school system negatively affected the duties of teacher counsellors. This study is in agreement with study by Ojeme (2011) and Nwamuo and Ugwegbulam (2011) which demonstrated that counsellors' needs are not being met satisfactorily for counsellors to effectively discharge their duties. It has been reported that effective counselling services cannot be provided in schools even where there are professional counsellors, except required counselling materials are provided (Aishatu and Luka, 2016).

Availability of guidance and counseling materials and facilities in school enable students easily receive counseling services and also learn at their own paces (Babatope, 2010). In a school, teacher counsellor should be provided with a standard, furnished and comfortable office located at a private place if possible. It has been reported that school counsellor should be provided with at least two rooms, the clerical staff room and the consulting room for counseling (Babatope, 2010). Bulletin board or notice board, bookshelves; suggestion box for students to slot in their needs and concerns; special cabinets for storing and retrieving students cumulative record folders; filling cabinets for files; audio-visual materials such as projectors, computers, radio and cassettes; and computer discs (CDs), empty tapes, desks and laptops should be provided in schools for an effective guidance and counseling programmes (Mogbo et al., 2011). However, to ensure effective counseling services in schools, a mini library shelf with books, magazines, journals, newspapers and career/vocational information guides should be provided (Mogbo et al., 2011).

Guidance and Counseling Services and their Impact on Students' Academic Performance

Table 4 shows the responses of the teacher counsellors on the guidance and counseling services provided in their schools. Majority of the teacher counsellors (89%) provided information counseling service in their schools than the other services. Referral service is the least counseling service provided by the teacher counsellors (20%) in their respective schools (Table 4).

Table 4. Guidance and Counseling Services Provided by Teacher Counsellors

Service	Teacher Counsellors	
	Yes	No
Orientation service	19(54)	16(46)
Information service	31(89)	(11)
Appraisal service	12(34)	23(66)
Placement service	22(63)	13(37)
Follow-up	15(43)	20(57)
Research or evaluation service	14(40)	21(60)
Referral service	7(20)	28(80)

Values are expressed as frequency and percentage (%)

The distribution for the change in academic performance of the students after counseling services is shown in figure 3. The result of the study indicated that majority (80%) of the students responded positively (yes) to the change in their academic performance after counseling services while low percentage (20%) of the students responded that their academic performance remained unchanged after counseling service (Figure 3).

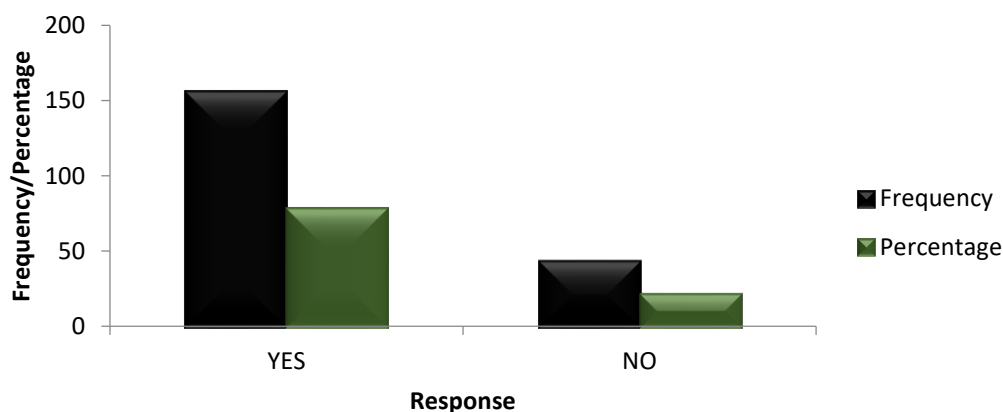


Figure 3. Influence of Guidance and Counseling Services on Students' Academic Performance

The Guidance and counseling services provide by teacher counsellors in secondary schools include orientation service, information service, appraisal service, placement service, referral service, and follow-up and evaluation service (Busari, 2012). In this study, the teacher counsellors provided all the services in their respective schools indicating information counseling service the most provided service in their schools. Orientation service is given to students helping them adapt better in a new environment. Students are subjected to physical plants, administrative setup, rules and regulations governing students conduct use of school facilities, teaching staff, and guidance and counselling activities (Orewere et al., 2020). Information counseling services provide students with required information on educational, career, social and personal opportunities in making best and right decision

for better of their future life. The counseling services provide interaction forum among teacher counsellors and administrators (Alemu, 2013). It has been stated that information counseling services provide students with information on the best choice and use of educational opportunities in the school system and labour market (Egbo, 2013). Appraisal counseling services assist students wholly understand themselves including their learning capabilities and strengths (Bark, 2010). Appraisal counseling services help teacher counselors and school administrators understand students' strengths and weakness in order to assist students improve their academic performance (Egbule and Okobia, 2014). Study showed that appraisal counseling services help teacher counsellors evaluate mental ability, interest, strength, aptitude, and intelligent quotient of students (Innocent, 2010).

Placement Service refers to help given to an individual person to make adjustment to the next step of life grow and development (Olayinka, 2012). In secondary school system, it refers to adjustment in advance education or adjustment in employment after secondary education. Referral service refers to the process of transferring individual person to another person or agency to obtain different kind of assistance (Suleiman et al., 2019). Follow-up and evaluation service is developed to evaluate the extent to which the guidance and counselling programmes meet the needs of students and to achieve stated objectives and goals. The service is concerned mainly with successes, failures, problems and feedbacks from students. The main goal of follow-up and evaluation service in secondary schools is to enhance guidance and counselling programmes for successful life of students. However, follow-up counseling services help teacher counsellors monitor students including their regular progress report on academic performance through effective learning (Usman, 2013). The whole services aimed at enhancing the academic standard of secondary school students. Teacher counsellors use these services to categorized and allocated students' abilities into many available learning opportunities in school system and to ensure achievement of students' academic, vocational, and social or personal goals.

Approaches Used in Guidance and Counseling Services

Table 5. Approaches Used in Guidance and Counseling Services

Challenges	Teacher Counsellors	
	Yes	No
I use students individual counseling method	18(51)	17(49)
I employs dynamic interactions group counseling approach	5(14)	30(86)
I apply small-group counseling method	7(20)	28(80)
I use both students individual and group counseling method	5(14)	30(86)
I apply therapeutic interventions technique	8(23)	27(77)
I understands and respects the interest of students	33(94)	2(6)
I understands the levels of communication used by students	34(97)	1(3)
I make counseling's office/room an enjoyable and motivated	35(100)	0(0)
I use one-to-one sessions method	25(71)	10(29)
I use nondirective counseling approach	7(20)	28(80)
I employ open-ended dialogue technique	13(37)	22(63)
I use of online systems to provide counseling services	9(26)	26(74)

Values are expressed as frequency and percentage (%)

The approaches used in guidance and counseling services by the teacher counsellors are shown in Table 5. All the teacher counsellors (100%) responded positively that they make the counseling office/room enjoyable and motivated to students. Higher percentage of the teacher counsellors (97%)

responded positively to the levels of communication used by the students. In interest of students is prioritized and respected by approximately 94% of the teacher counsellors. Most of the teacher counsellors (51%) employed individual counseling method than the group approach. Dynamic interactions group counseling method is the least approach used by the teacher counsellors (20%) in the service delivery in their respective schools (Table 5).

Roles of Teacher Counsellors and School Administrators in Enhancing Guidance and Counselling Programmes

The roles of teacher counsellors in promoting guidance and counselling programmes in schools are presented in Table 6. Higher percentage of the teacher counsellors indicated their agreements on all the stated responsibilities of teacher counsellors in enhancing guidance and counselling programmes in schools (Table 6).

Table 6. Roles of Teacher Counsellors in Promoting Guidance and Counselling Programmes

Role	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Oversee the school guidance and counseling programmes	1	3	6	17	1	3	18	51	9	26
Provide information that stimulate students' interest	-	-	-	-	-	-	12	34	23	66
Identify strengths and weaknesses of students	-	-	-	-	4	11	14	40	17	49
Assist students address their educational, social, emotional and/or personal problems	-	-	-	-	-	-	6	17	29	83
Assist students in choosing class/trade/section	-	-	1	3	2	6	22	63	10	28
Guide students in choosing right and/or appropriate subjects' combinations	-	-	-	-	1	3	15	43	19	54
Monitor the progress of students with difficulties	-	-	-	-	-	-	24	69	11	31
Guide students improve their academic performance	-	-	-	-	-	-	7	20	28	80
Provide advice on study techniques	2	6	7	20	2	6	16	45	8	23
Help students with educational and scholarship opportunities information	1	3	7	20	3	9	10	28	14	40
Assist students with tertiary institutions' entry requirement information	-	-	-	-	-	-	14	40	21	60
Provide guidance on job opportunities and requirements	-	-	-	-	-	-	17	49	18	51
Conduct psychological test, if required	4	11	8	23	3	9	12	34	8	23
Support students develop and improve their career choice, social, and emotional skills	-	-	-	-	-	-	11	31	24	69
Adapt counselling activities to meet the school needs	5	14	11	31	2	6	10	29	7	20
Refer students to other relevant agencies, if necessary	1	3	8	23	7	20	15	43	4	11

Key: Frequency (F), Percentage (%), strongly disagree (SD), Disagree (D), undecided (U), agree (A), strongly agree (SA)

Table 7 shows the roles of school administrators in promoting guidance and counselling programmes in schools. The result indicated that the listed roles were on the option of agreement by the higher percentage of school administrators in the study schools (Table 7).

Table 7. Roles of School Administrators in Enhancing Guidance and Counselling Programmes

Role	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Provide guidance and counseling materials	-	-	-	-	-	-	8	53	7	47
Provides objective information about students' characters	-	-	3	20	-	-	7	47	5	33
Exposes students' learning weakness	2	13	3	20	1	7	8	53	1	7
Assist teacher counsellors with students' academic performance record	-	-	-	-	1	7	5	33	9	60
Help teacher counsellors adopt most suitable counselling methods	1	7	4	26	1	7	6	40	3	20
Assist teacher counsellors with information on students' challenges	-	-	-	-	-	-	5	33	10	67
Support the school guidance and counseling programmes	-	-	-	-	-	-	6	40	9	60
Assist teacher counsellors in orientation of new students	2	13	4	27	-	-	5	33	4	27
Assist teacher counsellors in information collection on students during career awareness programs	-	-	4	27	2	13	7	47	2	13
Refer students with academic issues to teacher counsellors	-	-	-	-	-	-	4	27	11	73
Assist teacher counsellors in arranging meetings with parents to discuss issues affecting students	-	-	-	-	-	-	9	50	6	40

Key: Frequency (F), Percentage (%), strongly disagree (SD), Disagree (D), undecided (U), agree (A), strongly agree (SA)

Teacher counsellors and school administrators play vital roles in enhancing guidance and counselling programmes in secondary schools. Result of this study showed that majority of the respondents indicated their agreements on all the stated counsellors' and administrators' roles in enhancing guidance and counselling programmes in secondary schools. Successful achievement of human capital development depends on the pedagogic functions of the school and school guidance and counselling services provided to students in school (Njoku and Okafor, 2011). Teacher counsellors provide effective guidance and counseling services (Joy et al., 2011) to students by identifying their interests, career goals, and performance in various aspect of life. Teacher counsellors assist students to procure for their future by providing vital information including subject/course choices, grades/class, qualifications, career sectors, professionalism, job opportunities and requirements. Teacher counsellors are expected to develop rapport with the students, listen to their problems, short comings and offer guidance to students on the right and best choice in their future life. Teacher counsellors guide and stimulate students' learning and assist students to resolve their problems affecting their learning activities (Ehigbor and Akinlosotu, 2018). Guidance and counselling services is one of the seven classes of administrative works of school administrators (Anho, 2018). Lack or inadequate

supports of school administrators to teacher counsellors negatively affect the progress of guidance and counselling programmes in secondary schools (Mushaandja et al., 2013). School administrators support the services of teacher counsellors by providing them with required materials to help them develop students' potentials for enhancing guidance and counselling programmes in secondary schools (Kebeya, 2016). The relationship of the school administrators and teacher counsellors is instrumental in student success. The desired outcome of an effective administrators-counsellors relationship results to successful achievement of students' goals and better future life (College-Board, 2011).

CONCLUSION

There are need for collective role of teacher counsellors and school administrators in order to ensure effective guidance and counselling programmes in secondary schools. Teacher counsellors should be engaged and concentrate in providing counselling services that enhance students' future life. School administrators should support guidance and counselling programmes mainly by providing counselling materials and facilities that help improve guidance and counselling programmes in secondary schools. Government through relevant ministries, boards, agencies, and/or organizations should possibly address the challenges of guidance and counselling programmes in secondary schools.

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