SCHOOL-BASED RELATED FACTORS INHIBITING THE ADMINISTRATION OF GUIDANCE AND COUNSELLING SERVICES IN NIGERIAN SECONDARY SCHOOLS IN DELTA STATE.

BY

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Abstract
This study examined school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. Two research questions guided the study. The study employed the descriptive survey research design. The population for the study comprised 471 counsellors from 471 secondary schools in Delta State, Nigeria. Sample size for the study is 141 counsellors (30%) selected from 141 secondary schools in Delta State using stratified random sampling technique. A 31-item questionnaire developed by the researcher and titled “School-Based Related Factors Inhibiting Guidance and Counselling Services Questionnaire (SBRFIGCQ)” served as instrument for data collection. Both validity and reliability of the questionnaire were established. Data were analyzed using only mean score at 2.50 rating. Findings of the study indicated that, school-based related factors as inadequate funding for the provision of facilities, inappropriate utilization of professional guidance counsellors, lack of time and too much workload given to counsellors, were among the factors inhibiting effective administration of guidance and counselling services in the secondary schools in Delta State. From the findings of the study, it was recommended among others, that, Delta State government and the Post Primary Education Board (PPEB) should support effective administration of guidance and counselling services in State through adequate policy implementation and funding for proper the administration of guidance and counselling service programme in the secondary schools.

Keywords: School-Based, Related factors, Inhibiting, Guidance and counselling services, Secondary Schools.

Introduction
Education is an instrument for youth empowerment and societal development. It is a veritable tool for both human and national development. Given the benefits for socio-economic
development in the society, governments of many countries including Nigeria are concentrating efforts in providing quality education for their citizenry. The Nigerian education system as indicated by the Federal Republic of Nigeria (FRN, 2013) has been structured into several levels of: Early Child Care and Development (ECCDE) aged 0-4years; Basic education, aged 5-15years, which encompasses 1-year preprimary education, 6years of primary education and 3 years of junior secondary education; Post-basic education of 3 years in senior secondary school and technical colleges; and Tertiary education provided at the colleges of education, mono-technics, polytechnics and the universities. Secondary education which is the main focus of the present study has two cycles in Delta State and comprises of both junior and senior secondary school. Secondary education has been established with certain objectives which include among others to; provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities; inculcate values and raise morally upright and well-adjusted individuals capable of independent and rational thinking, who appreciate the dignity of labour, as well as, respect the feelings of others; inspire national consciousness and harmonious coexistence irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; and inspire students with a desire for self-improvement and achievement of excellence (pg. 12 & 17). The above objectives of the Nigerian secondary schools in Delta State cannot be realized without proper effectively coordination of special educational service programmes like guidance and counselling in the educational process.

The Lovely Professional University (2012) asserted that in recognition of the fact that secondary education equips the individual with rightful skills and competences to become able to make a living, makes guidance and counselling an integral part of the educational process. The secondary educational setting cannot be comprehensively and purposefully rendered without including the various guidance and counselling programmes. Considering the fact that secondary school students face a lot of developmental problems which hinder their intellectual, physical, social, emotional, moral and vocational development, counselling is most needed at this stage (Anagbogu, Nwokolo, Anyamene, Anyachebelu & Umezulike, 2013). Guidance and counselling therefore, as an organized set of specialized services forms an integral part of the school environment designed to promote the development of the students and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities. Strang cited in the Lovely Professional University (2012) explained that guidance and counselling is a process of helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness. Mathewson cited in Lovely Professional University (2012) described guidance and counselling as a systematic professional process of helping the individual through education and interpretative procedures to gain better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values. The focus of guidance and counselling is to create opportunities for the growth of the individual self-direction, by providing opportunity for self-realization. Guidance and counselling helps one to adjust to abilities, interests and needs of the society. In other words, guidance and counselling means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society (Lovely
Guidance and counselling touches every aspect of an individual’s personality—physical, mental, emotional and social. It is concerned with all aspects of an individual’s attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities. Guidance and counselling as indicated by the abovementioned scholars, broadly embraces educational or academic, vocational or career and personal or social guidance and counselling programmes. There are referral services included in guidance and counselling services. Educational guidance and counselling is a process concerned with bringing about a favourable setting for the individual’s education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. Vocational guidance and counselling is the assistance rendered in meeting the problems: (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it. It also aims at helping individuals in the following specific areas: (a) making individuals familiar with the world of work and with its diverse requirements and, (b) to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment. Personal guidance and counselling deals with the problems of personal adjustment indifferent spheres of life. Mainly it works for the individuals’ adjustment to his social and emotional problems. Jones cited in the Lovely Professional University (2012), has put the following aims of personal guidance and counselling are: (i) to assist the individual gradually to develop his life goals that are socially desirable and individually satisfying; (ii) to help him to plan his life so that these goals may be attained. to help him grow consistently in ability to adjust himself creatively to his developing life goals; (iii) to assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes; (iv) to help him grow in self-directive ability. The goal of personal guidance and counselling is self-directive and self-realization. Given the importance of these guidance and counselling services towards human personality development, yet, their administration in the secondary schools suffers a lot of difficulties and dilemmas. This means that guidance and counselling services or programmes are not effectively being coordinated and organized in the secondary schools including those in Delta State caused mostly by some school-based...
related factors. These school-based related factors act as challenges towards the general administration of guidance and counselling programmes in the secondary schools in Delta State. Besides, administration here means the ability to gather all human and material efforts in order to achieve educational goals and objectives. Administration as defined by Nwaham (2011) entails a process which involves the identification, procurement, organization and coordination of human and material resources in any organization towards the achievement of the stated organizational goals. Odor cited in Nwaham (2011) described administration as an organization behaviour creating, harnessing, and maintaining the human and material resources for the purpose of achieving the goals and objectives of organizations and those of the individuals in the organization. Administration is the process by which goals are achieved through collective and operative human efforts in a suitable environment like the school (Enaohwo & Eferakeya in Nwaham, 2011).

Administration in the secondary schools will entail such administrative processes such as planning, organizing, coordinating, directing, recording and documentation, staffing and budgeting. Effective administration of guidance and counselling services in the secondary schools in Delta State will however, demand the combination of all human efforts together with mobilization of material resources in order to accomplish this set target. But this is yet to be accomplished in the secondary schools in Delta State as a result of some school-based related factors. Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) opined that such factors inhibiting guidance and counselling services in the schools includes some professional challenges such as lack of fund, lack of facilities and others. Several studies cited in Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) indicated the professional challenges to guidance and counselling practices. For instance, Modo and George (2013) study found out that the professional challenges to guidance and counselling practices services in the school system were non-use of information and communication technology (ICT) in the guidance and counselling practices, only 40% of the counsellors were internet ready. On the problem of poor incorporation of ICT in guidance and counselling services, Adebowale (2014) stated paradoxical that despite the varieties of applications to which Information and Communication Technologies (ICT) has been deployed in the university, guidance counselling services are not yet available through ICT. If guidance and counselling is allowed to share in the ICT capability of the university, many counselling needs of students are most likely to be met. For many years, most universities in Nigeria, have been providing guidance and counselling services to students through the traditional face-to-face method to meet their counselling needs. With an increasing student population, inadequacies have been observed in the effectiveness and patronage of the service, as students shy away for fear of becoming laughing stocks among their peers. The number of guidance counsellors employed to handle the gamut of students’ guidance and counselling needs was grossly inadequate and more so, counsellors were usually overburdened with administrative duties (Adebowale & Popoola, 2011). In an earlier development, Ifelunni (2005) carried out a study in secondary schools in Enugu State using 120 counsellors selected through random sampling. The findings revealed that the professional challenges include non-professionalization of counselling, low counsellor/student ratio and lack of recognition from the school administrators. Anagbogu (2008), in her own study found out that most counsellors were not allowed to practice fully, and they were not exposed to further training. It was then recommended that counsellors should be retrained through workshops and seminar especially in this era of technology. Anagbogu and Nwokolo (2010) lamented that in this era of globalization, that schools’ guidance and counselling are still struggling to come to the lime light as others in the developed world, but the following challenges are yet to be overcome. Findings from their
study revealed that those necessities like computer, training the guidance counsellors in ICT, counselling clinic, equipment for counselling such as radio, television, one-way mirror, generator and furniture were still lacking in the schools.

Nwachukwu, Ugwuegbulam and Nwazue (2019) opined that the school-based related factors inhibiting guidance and counselling included; financial constraints, poor power supply for online guidance and counselling, lack of computer competence of the counsellors, the qualities of the counsellors that can engage in e-counselling were very few, poor connectivity for e-counselling, limited time and limited service. Tita-Nghamun (2016) maintained that factors affecting guidance and counselling in the school related to issues like gender of the counsellors and students, students and teachers’ negative attitude towards guidance and counselling services which affects their dispositions, and problems of training and retraining of counsellors. ROK cited in Tita-Nghamun (2016) observed that lack of training of teacher counsellors may have contributed to little successes in the provision of guidance and counselling services in schools. Training equips the counsellor with appropriate skills and psychological knowledge necessary to be able to assist the client. This knowledge helps the counsellor to appropriately understand the clients’ problems and use the proper psychological school of thought to offer assistance (Durojaiye cited in Tita-Nghamun, 2016). An untrained counselor will have difficulty in explaining types of behaviour, how they are caused and how they can be modified (Tita-Nghamun, 2016). Other factors include; lack of trained counsellors, doubt about the efficacy of guidance and counselling, lack of commitment of government officers, lack of or inadequate funding, confidentiality, feeling of suspicion of the role/of integrity of counsellors, counsellors created problems and blurred role of the guidance counsellors (Tita-Nghamun, 2016). Given the above school-based factors, however, effective strategies need to be deployed in order to promote effective guidance and counselling services in the Nigerian schools. Tita-Nghamun (2016) opined that guidance and counselling services can be highly promoted in the schools through administrative support, serious enlightenment on the part of the public to accept guidance and counselling, government support for guidance and counselling practically by providing and making funds available for all the services in guidance and counselling, counsellors commitment to guidance and counselling services, training and appointment of qualified guidance counsellors in the secondary schools to help meet with the student’s problems, parents’ inclusion in guidance and counselling programme, promoting confidentiality, adequate use of referrals, and posting of both male and female counsellors so that the unique needs and preferences of each student gender can be accommodated. Haruna (2015) maintained that the strategies that will solve the hitches in the administration of guidance and counselling in the Nigerian schools will incorporate the following; government employment of professional counsellors and deploy them to schools only for counselling purposes; provision of adequate incentives for counsellors to avoid brain drain; community involvement in guidance and counselling programmes; promotion of adequate and effective public enlightenment programmes to sensitize the general public on the significance of guidance and counselling services.

From all the foregoing discussions, the present study has sought to find out if these aforementioned school-based related factors are responsible for the poor administration of guidance and counselling services in the Nigerian secondary schools in Delta State. The poor administration of guidance and counselling services in the secondary schools is said to have consequences on the poor students’ study habits and behaviour which negatively impacts on their academic achievements, poor teachers’ commitment to their duties, both teachers and students’ indiscipline, school administrative problems, among others. All these problems
which is caused and associated with poor utilization of guidance and counselling services calls for the effective administration of the guidance and counselling services. It is therefore upon this background, that the researchers were motivated to find out the school-based related factors inhibiting the use of guidance and counselling services in Nigerian secondary schools in Delta State.

Statement of the Problem
One cannot overemphasize the importance and benefits of guidance and counselling services in the Nigerian secondary schools and Delta State inclusive. Guidance and counselling services are important educational programmes that support all-round personality development of students. Guidance and counselling services assists in educational, social or personal and vocational or career development of students in the secondary schools. Notwithstanding the role of guidance and counselling services in human development, yet, it seems that there are some difficulties in its administration with regards to the secondary schools in Delta State. Observations have shown that there are certain school-based related factors that inhibits the administration of guidance and counselling services in the secondary schools. The poor administration of guidance and counselling services in the secondary schools in Delta State could have been visible in high rate of corruption and indiscipline experienced among students and teachers in the schools. This situation which is worrisome for the researchers and other education stakeholders calls for absolute redress for quality education to triumph in the Nigerian secondary schools. This study is however imperative because despite the provisions made by the Delta State government in the public secondary schools for guidance and counselling services, the administration of guidance and counselling is still facing a lot of difficulties which needs to be addressed and proffer solutions. To fill the existing theoretical and knowledge gap in the Nigerian secondary schools, the present study practically sought to examine those school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State, which is equally the problem of the study.

Purpose of the Study
The purpose of this study was to examine school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. Specifically, the study sought to determine:

1. The school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State.
2. The possible strategies that can be effectively applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State.

Research Questions
The following research questions guided the study:

1. What are the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State?
2. What are the possible strategies that can be effectively applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State?

Method
The study employed the descriptive survey research design. This research design entailed using a research instrument, the questionnaire, to collect data from a sample of counsellors
within a large population of counsellors in public secondary schools in Delta State. Information retrieved from the sample of counsellors was thereafter analyzed using a statistical tool in other to generate data and draw generalization given based on the findings. The population for the study comprised all the 471 counsellors from 471 secondary schools in the 25 LGAs in Delta State. Delta State has 471 secondary schools and in each of the schools, there is a counsellor that advises and addresses students’ problems in different areas. Sample size for the study is 141 counsellors (30%) selected from 141 secondary schools in Delta State using the proportionate stratified random sampling technique. The stratified random sampling technique was employed in order to enable the researcher draw stratify the counsellors according to their geographical locations and schools and thereafter draw out the sample. Nworgu (2015) opined that sample which ranged from 10% to 80% is representable and enough in situations where there is a large population in a study. As regards the sample used in the present study is sizeable enough to conduct the study. A 31-item questionnaire developed by the researcher and titled “School-Based Related Factors Inhibiting Guidance and Counselling Services Questionnaire (SBRFIGCQ)” was the instrument for collecting data. The research instrument was constructed based on the purpose of the study and research questions. The response items on the questionnaire was structured on a 4-point scale of Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1. The questionnaire was validated by three experts from guidance and counseling department, Nnamdi Azikiwe University Awka, Anambra State. The experts validated questionnaire to determine its face and content validity. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. The instrument was corrected before its final print out and administration. Reliability of the instrument ascertained through a pilot test conducted once administrating the instrument to a sample of 15 counsellors from 15 secondary schools in Anambra State, which was not part of the study. Anambra State shares boundary with Delta State and both States has something in common in their secondary school administration. Data obtained from the counsellors who were respondents were computed using the Cronbach Alpha method which gave internal consistency reliability coefficients of 0.86 and 0.79 for the two clusters and were added up and divided to give an overall value of 0.83. This result showed that the instrument was reliable and dependable to conduct the study.

Data were retrieved from the respondents through direct and face to face contact. An on the spot method was employed as well, which enabled the researcher and the five research assistants to meet the respondents, that is counsellors, in their respective schools to wait and collect the necessary information from them. The five research assistants were instructed on how to collect the necessary information from the counsellors using the questionnaire. At first, the research assistants took permission from the principal before administering the questionnaire to the counsellors. Distribution of the questionnaire to the respondents took a period of one week. A total of 141 copies of the questionnaire were distributed to 236 counsellors and all of them were retrieved at a 100% rate of return. Data collected from the respondents were analyzed using the mean score rated at 2.50 and standard deviation. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as Agree. Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree.

**Results**

Research Question 1: What are the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State?
Table 1: Mean Score Ratings and SD of Counsellors on the School-Based Related Factors Inhibiting the Administration of Guidance and Counselling Services in Nigerian Secondary Schools in Delta State

N = 141

Analysis from Table 1 indicated that all the items from 1 to 16 were rated above 2.50 of the acceptable mean scores showing the respondents (that is; guidance counsellors) agreed to these statements without showing their disagreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.98 and 1.03 showed that there was no deviation in the respondents’ responses. The result therefore, revealed the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State.

Research Question 2: What are the possible strategies that can be effectively applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State?
Table 2: Mean Score Ratings and SD of Counsellors on the possible Strategies that can be applied to Curb School-Based Related Factors Inhibiting the Administration of Guidance and Counselling Services in Nigerian Secondary Schools in Delta State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statements: Please indicate among the following possible strategies that can be applied to curb the school-based related factors that affect proper administration of guidance and counselling programmes in your school</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Adequate funding of guidance and counselling services through the State government adequate financial allocation</td>
<td>101</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>3.72</td>
<td>0.45</td>
<td>Agree</td>
</tr>
<tr>
<td>18</td>
<td>Enlightening the general public concerning the importance of guidance and counselling in schools</td>
<td>62</td>
<td>59</td>
<td>9</td>
<td>11</td>
<td>3.22</td>
<td>0.88</td>
<td>Agree</td>
</tr>
<tr>
<td>19</td>
<td>Adequate mobilization of resources including ICT equipment for guidance and counselling</td>
<td>74</td>
<td>61</td>
<td>4</td>
<td>2</td>
<td>3.47</td>
<td>0.63</td>
<td>Agree</td>
</tr>
<tr>
<td>20</td>
<td>Effective utilization of various guidance and counselling services for popularity in school</td>
<td>67</td>
<td>55</td>
<td>11</td>
<td>8</td>
<td>3.28</td>
<td>0.84</td>
<td>Agree</td>
</tr>
<tr>
<td>21</td>
<td>Reducing the workload of guidance counsellors towards focusing on counselling matters alone without interruption</td>
<td>34</td>
<td>92</td>
<td>6</td>
<td>9</td>
<td>3.07</td>
<td>0.73</td>
<td>Agree</td>
</tr>
<tr>
<td>22</td>
<td>Allocation of sufficient time to guidance and counselling without focusing too much on studies</td>
<td>54</td>
<td>68</td>
<td>12</td>
<td>7</td>
<td>3.20</td>
<td>0.79</td>
<td>Agree</td>
</tr>
<tr>
<td>23</td>
<td>Providing opportunities for guidance counselling clinics, laboratories and rehabilitation centres</td>
<td>47</td>
<td>53</td>
<td>25</td>
<td>16</td>
<td>2.93</td>
<td>0.98</td>
<td>Agree</td>
</tr>
<tr>
<td>24</td>
<td>Appropriate and adequate utilization of professional guidance counsellors in guidance and counselling services</td>
<td>56</td>
<td>61</td>
<td>10</td>
<td>14</td>
<td>3.13</td>
<td>0.92</td>
<td>Agree</td>
</tr>
<tr>
<td>25</td>
<td>Posting of both male and female guidance counsellors in the schools to handle gender differences among students</td>
<td>51</td>
<td>72</td>
<td>13</td>
<td>5</td>
<td>3.20</td>
<td>0.75</td>
<td>Agree</td>
</tr>
<tr>
<td>26</td>
<td>Organizing referral services in the school</td>
<td>88</td>
<td>33</td>
<td>7</td>
<td>13</td>
<td>3.39</td>
<td>0.94</td>
<td>Agree</td>
</tr>
<tr>
<td>27</td>
<td>Making guidance and counselling more pronounced in the school through creation of several counselling activities through individual, direct and group counselling in the school</td>
<td>80</td>
<td>43</td>
<td>15</td>
<td>3</td>
<td>2.31</td>
<td>1.02</td>
<td>Agree</td>
</tr>
<tr>
<td>28</td>
<td>Encouraging others teacher’s commitment to improve their support for guidance and counselling services</td>
<td>55</td>
<td>57</td>
<td>17</td>
<td>12</td>
<td>3.10</td>
<td>0.92</td>
<td>Agree</td>
</tr>
<tr>
<td>29</td>
<td>Creating awareness for students about the importance of guidance and counselling services through induction, orientation etc, in order to enhance their dispositions</td>
<td>63</td>
<td>40</td>
<td>20</td>
<td>18</td>
<td>3.05</td>
<td>1.05</td>
<td>Agree</td>
</tr>
<tr>
<td>30</td>
<td>Provision of adequate incentives for guidance counsellors to put high integrity and extra efforts in guidance and counselling services</td>
<td>58</td>
<td>49</td>
<td>19</td>
<td>15</td>
<td>3.06</td>
<td>0.98</td>
<td>Agree</td>
</tr>
<tr>
<td>31</td>
<td>Encouraging school principal’s support for guidance and counselling services</td>
<td>55</td>
<td>81</td>
<td>5</td>
<td>0</td>
<td>3.35</td>
<td>0.55</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Grand Mean Score & SD = 3.24 0.85 Agree

Analysis from Table 2 indicated that all the items from 17 to 31 were rated above 2.50 of the acceptable mean scores showing the respondents (that is; guidance counsellors) agreed to these statements without showing their disagreements to any of the statements on the table. The grand mean and standard deviation (SD) of 3.24 and 0.85 showed that there was no deviation in the respondents’ responses. The result therefore, revealed the possible strategies that can be effectively applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State.
Discussions
The findings of this study indicated the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. The finding further revealed the possible strategies that can be effectively utilized to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. As a result of these school-based factors, it has become difficult for guidance and counselling services to be effectively administered in the secondary schools in Delta State, thereby, creating difficulties in the management of secondary schools in the area. Today, the secondary schools face a myriad of problems especially with student’s indecent behaviour, malpractices and indiscipline. All these problems hovering within the secondary school environment tends to lower academic standards and likewise attributed to the ineffectiveness of guidance and counselling services in schools which is caused by some school-based related factors.

The finding of this study indicated the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State to include the following: inadequate support from school administrator, lack of incentives for guidance counsellors, lack of retraining programmes for guidance counsellors to improve their competences, students’ unawareness of the importance of guidance and counselling services in the school, poor cooperation between guidance counsellors and other teachers, lack of communication between guidance counsellors and students, use of unprofessional guidance counsellors in the school, assigning guidance counsellors too much workloads from other teaching responsibilities aside from the own profession, inadequate time provided for school guidance and counselling services, poor parental support/assistance for effective administration of guidance and counselling services, lack of guidance and counselling facilities coupled with ICT facilities in the school, inappropriate utilization of online guidance and counselling to reach out to students after school hours, counsellors gender which affects students’ disposition to guidance and counselling, poor integrity of most school counsellors which draws students and teacher away from guidance and counselling services, inconsistency in the use of various guidance and counselling services, and lack of competency of guidance counsellors in the use of computers together with its applications. This finding agrees and corroborates with the finding of Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) study which reported that such factors inhibiting guidance and counselling services in the schools includes some professional challenges such as lack of fund, lack of facilities and others. Nwachukwu, Ugwuegbulam and Nwazue (2019) study found out that the school-based related factors inhibiting guidance and counselling can be considered to include financial constraints, poor power supply for online guidance and counselling, lack of computer competence of the counsellors, the qualities of the counsellors that can engage in e-counselling are very few, poor connectivity for e-counselling, limited time and limited service. Tita-Nghamun (2016) also gave a confirmation that such factors affecting guidance and counselling in the school relates to such issues like gender of the counsellors and students, students and teachers’ negative attitude towards guidance and counselling services which affects their dispositions, problems of training and retraining of counsellors, among others. ROK in a similar study cited in Tita-Nghamun (2016) found out that lack of training of teacher counsellors may have contributed to little successes in the provision of guidance and counselling services in schools. All these factors discovered in the present study makes it difficult for the administration of guidance and counselling services in the Nigerian secondary schools.
It was also revealed through the finding the possible strategies that can be effectively applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. This include adequate funding of guidance and counselling services through the state government adequate financial allocation, enlightening the general public concerning the importance of guidance and counselling in schools, adequate mobilization of resources including ICT equipment for guidance and counselling, effective utilization of various guidance and counselling services for popularity in school, reducing the workload of guidance counsellors towards focusing on counselling matters alone without interruption, allocation of sufficient time to guidance and counselling without focusing too much on studies, providing opportunities for guidance counselling clinics, laboratories and rehabilitation centres, appropriate and adequate utilization of professional guidance counsellors in guidance and counselling services, posting of both male and female guidance counsellors in the schools to handle gender differences among students, organizing referral services in the school, making guidance and counselling more pronounced in the school through creation of several counselling activities through individual, direct and group counselling in the school, encouraging others teachers commitment to improve their support for guidance and counselling services, creating awareness for students about the importance of guidance and counselling services through induction, orientation, etc, in order to enhance their dispositions, provision of adequate incentives for guidance counsellors to put high integrity and extra efforts in guidance and counselling services, and encouraging school principal’s support for guidance and counselling services. This finding corroborates and is in line with the finding of Tita-Nghamun (2016) that guidance and counselling services can be highly promoted in the secondary schools through administrative support, serious enlightenment on the part of the public to accept guidance and counselling, government support for guidance and counselling practically by providing and making funds available for all the services in guidance and counselling, counsellors commitment to guidance and counselling services, training and appointment of qualified guidance counsellors in the secondary schools to help meet with the student’s problems, parents’ inclusion in guidance and counselling programme, promoting confidentiality, adequate use of referrals, and posting of both male and female counsellors so that the unique needs and preferences of each student gender can be accommodated. Haruna (2015) confirmed that the strategies that will solve the hitches in the administration of guidance and counselling in the Nigerian schools will incorporate government employment of professional counsellors and deploy them to schools only for counselling purposes; provision of adequate incentives for counsellors to avoid brain drain; community involvement in guidance and counselling programmes; promotion of adequate and effective public enlightenment programmes to sensitize the general public on the significance of guidance and counselling services. Since guidance and counselling is an important educational service programme that develops the potentials and personalities of students, there is need to curb all the school-based related factors that will prevent its effective administration in the Nigerian secondary schools, including, Delta State as well.

Conclusion
Guidance and counselling service is part of educational programme handled by professionals which aids the educational, social, personal and vocational development of students in the Nigerian secondary schools. For effectiveness of guidance and counselling services in the secondary schools, this will entail effective administration which incorporates curbing most of the school-based related factors that inhibited the effectiveness of guidance and counselling services in the Nigerian secondary schools. This study therefore submits that school-based related factors as inadequate support from the school administrator, lack of
incentives for guidance counsellors, lack of retraining programmes for guidance counsellors to improve their competences, students’ unawareness of the importance of guidance and counselling services in the school, poor cooperation between guidance counsellors and other teachers, among others, inhibited the administration of guidance and counselling services in Nigerian secondary schools in Delta State. However, strategies such as: State government adequate financial allocation, enlightening the general public concerning the importance of guidance and counselling in schools, adequate mobilization of resources including ICT equipment for guidance and counselling, among others, which were found out to be very effective can be applied to curb the school-based related factors inhibiting the administration of guidance and counselling services in Nigerian secondary schools in Delta State. It is therefore concluded that poor administration of guidance and counselling services which was caused by numerous school-based related factors could have been responsible for the problem of indiscipline, misconducts and malpractices which causes decline in the quality of education provided in the secondary schools. Now is the right time to promote quality education in the Nigerian secondary schools in Delta State through effective administration of guidance and counselling services.

**Recommendations**

Based on the finding of this study recommendations were made and they include;

1. The Delta State government and the Post Primary Education Board (PPEB) should support effective administration of guidance and counselling programmes in State through adequate policy implementation and funding in order to assist in curbing the school-based factor inhibiting the administration of this service programme in the secondary schools.

2. The State government in collaboration with the PPEB and principals should employ the possible strategies such as government employment of professional counsellors and deploy them to schools only for counselling purposes, provision of adequate incentives for counsellors to avoid brain drain, community involvement in guidance and counselling programmes, among others, for effective administration of guidance and counselling services in the secondary schools.

**References**


