STRATEGIES FOR PROMOTING EFFECTIVE GUIDANCE AND COUNSELLING PROGRAMMES IN SCHOOLS IN KWARA STATE, NIGERIA

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Abstract: *This study examined the strategies for promoting effective guidance and counselling programmes in schools as perceived by counsellors in Kwara State. The study design used was a descriptive survey. Seventy counsellors were purposively selected from government owned schools in each of the three districts. A total of 210 counsellors participated in the study. The questionnaire titled Strategies for promoting Guidance Programme Questionnaire (SPGPQ) was administered on the respondents. The study revealed that when counsellors are giving opportunities to train and retrain, this can promote effective G & C programmes in schools. It was thus recommended that professional guidance counsellors should be allowed to go for retraining at least once in a year. This will enhance the effectiveness of the guidance and counselling programme in schools.*

Keywords: *Guidance and Counselling programme; Professional Counsellors and Strategies.*

INTRODUCTION
The guidance and counselling programme is an indispensable part of the school administration in the 21st century. Irrespective of the quality of educational policies; this programme must be given priority in schools especially, because of the developmental problems secondary school students regularly encounter which hider their educational, emotional and moral development. Through this programme, vocational and educational goals are easily achieved.   Owamanam (2005) and Idowu (2016) explained that guidance is assistance offered to an individual to help the client to understand themselves. In order words, exposure to guidance and counselling programmes can help an individual to reach enviable heights in all aspects of human endeavour (Umoh, 2016). However, conducting guidance and counsellingprogrammes within diverse cultures could be a challenge (Matshepo, 2016). Therefore, this study will be of relevance to scholars and researchers from other cultural diversities. They will understand how Nigerian school counsellors implement some of their strategies in promoting effective guidance and counselling programmes in schools. This study will provide a good template for comparison among institutions of higher learning across the continent of Africa and beyond.
It is imperative to note that the Nigerian government has invested substantial resources as a commitment to improving the standard of education (Yusuf, 2004). As a way of boosting her educational policies, the government emphasized the need for the establishment of guidance and counselling in schools. Currently, the Nigerian government is experiencing an economic downturn and struggling to create alternatives pathways to mitigate this problem (Omotosho, 2016). An effective guidance and counselling program as a compulsory aspect of the secondary school curriculum is a necessary tool for creating a platform on which the economy can thrive.   The interaction between sound guidance and counselling background, and actionable economic policies, have been reported to generate a high level of productivity among the citizens (UNESCO,2018). Therefore, a good guidance and counselling programme will ensure efficient allocation of resources, especially in emerging economies such as Nigeria and South Africa. In achieving the national developmental goals of guidance and counselling, novel and effective strategies must be put in place in the delivery of these services.
Sambo (2008) defined guidance as a process in which practitioners assist the clients to improve their wellbeing, alleviate stress and resolve the crisis. Guidance includes an array of specialized activities that assist an individual in achieving self-understanding and self-direction necessary for maximum adjustment to the school programmes and the community at large

(.Mbabazi and Bagaya 2013).The introduction of modern guidance emphasizes a more effective and inclusive approach to the client's problems (Mpho, 2016).Guidance and counselling are two phenomena that are usedinterchangeably. Guidance seeks to develop the self-esteem of an individual (Hue 2007) While counselling is the process of assisting the client in a face to face interaction.

Counselling is an interactive process between the client and the counsellors (Nwoye, 2008). It involves listening, expression of nonverbal communication by which meaning is transmitted from one person to another (Kobiah&Okorodudu 2004). Makinde (1983) and Idowu (2016) indicated that counselling is based on the fact that every individual in any society has had, is having and will have a problem that he alone cannot solve. This is a helping process in which the counsellor and the client value the relationship because it is self-revealing (Umoh, 2016).In every society, there is always a need for a helper, especially in time of trouble or when a person experiences personal problems. Most times, people often turn to adults or significant people in the community for instruction(Idowu,2016). These significant adults are not trained; hence there is a need to employ the services of a professional counsellor to conduct guidance and counselling programmes in schools(Muribwathoho&Shumba, 2014).It is, therefore, evident that counselling is an integral part of the guidance programme.

Lwazi (2016) affirmed that guidance and counselling programmes have helped in handling behavioural problems among secondary school students. It has also aided in reducing academic and emotional stress. Sambo (2008) explained that without guidance and counselling programme in school, the whole purpose of education might not be achieved. In 1959 the guidance and counselling programme was established Nigeria to carter for career and moral development of secondary school students. In achieving this objective, the program began to feature in teacher's education programmes andin 1981, the National Policy on Education emphasized on the need for the introduction of guidance and counselling programmes in schools (Durosaro, 2016). The importance of guidance and counselling in schools cannot be overemphasized yet there are lots of challenges experienced by counsellors in carrying out their duties.

Yusuf (2004) opined that inefficiency of this program in some schools could stem from the negative attitude of the stalk holders towards the program. The dual roles of the school counsellor have brought a lot of confusion and retrogression to the counselling profession (Ubana, 2008). In most schools, professional counsellors are made to teach and equally carry out their duties as counsellors (Obilade&Laipe, 2000). Policies on education underlined the essential need for the setting up of guidance programmes in

post-primary schools. According to Omotosho (2016), the school guidance program was established to carter for career guidance, adolescent's developmental needs, constant expansion in the enrolment rate of students in schools, recurrent changes in the educational sector and deviances in societal core values. The school guidance programmes consist of some major services, which include:

A) *Orientation services*: This process assists the learner to adjust to the school environment and experiences without difficulty.
B) *Information service*: This includes occupational, educational and personal-social information.
C) *Appraisal services*: This practice involves the assessment of an individual and value judgment arrived at based on various relevant characteristics of a client.
D) *Counselling service*: This is assistance rendered by the professional counsellor to the client to resolve the clients' problem.
E) *Placement and follow up services*. This is the process of fixing a client in the right occupation or class.

       The establishment of the guidance and counselling programme in schools was meant for the total growth of a child and the development of education, as indicated above. This programme aimed at assisting the students in identifying skills that match with their personality traits. Guidance and counselling help to improve the study habits of students and also motivate them to take the right decision concerning their career pursuit. This programme is necessary for the 21st century as this will ensure students' ease of transit from junior to senior secondary school. Lwazi (2016) stated that without academic and career guidance, the whole purpose of education cannot be achieved yet, a lot of challenges are confronting the effective functioning of guidance programme in schools. For example, nothing has been done to boost the standard of the profession. Educational Stakeholders still refers to school counsellor as teachers as such; they are made to carry out duties that are not related to their profession (Owanmanam, 2005). There are many schools without counsellors because some principals still prefer to use career masters (Alabi, 2006). Also, the guidance and counselling programme in the school is not functioning well because of lack of adequate facilities such as office accommodation, cabinets, computer, psychological test e.t.c. The lackadaisical attitude of some counsellor towards the profession is a major challenge confronting the profession (Kobiah&Okorodudu 2004). It is expected that a comprehensive understanding of these strategies will offer the basis for informed decisions on policies regarding guidance and counselling practice in Nigeria.

Theoretical Framework
In the implementation of the guidance program in schools, different approaches can be used. In this context, several researchers advocated for the adoption of client Centre theory in the process of promoting guidance and counselling programmes(Gerald, 2013). This is because this theory uses the same approach in dealing with pupil's problems when offering guidance and counselling programmes to students in the school sect up (Kensit, 2000).Client Centre therapy is a non-directive approach that requires the client to take an active role in the course of counselling while the therapist being non-directive and supportive. The client-centred approach emphasized on the need to facilitate self-awareness and at the same time influence self-worth and openness (Thomas,2013). This is closely related to the purpose of establishing guidance and counselling programmes in schools. Carl Rogers propounded the theory of Client-Centre Approach in 1951. Rogers believed that human beings could be motivated to the extent that they become positive in their approach about self (Wickman, & Campbell,2003). The client Centre theory is based on the principles which are equally practiced in guidance and counselling process. For example, in the client Centre theory and the guidance and counselling programmes, the psychological contact is always between the therapist and the client. Also, the client is assumed to be in a state of incongruence, while the counsellor/ therapist is expected to provide an atmosphere of unconditional positive regard for the client in the process of their interaction. It is also essential for the therapist/ counsellors to show empathic feelings towards the client. According to Rogers (1951), if these conditions are well expressed during the therapeutic process, a positive personality will emerge. These conditions are the major foundations of guidance and counselling profession.
Rogers believed that when human beings are given favourable environmental conditions to express themselves, they develop self-understanding, which can result in the development of their ability. The theory believes that man can be self-directed, forward-moving and be constructive. The theory also emphasized the need for the therapist to understand and create proper condition and atmosphere where clients can learn to rely on themselves (Thomas,2013). A client can be at the state of incongruence at the beginning of the guidance and counselling session, but the counsellor must reverse the situation. The therapist operates using the following principles congruence/genuineness, unconditional positive regard/respect for the client and empathetic understanding of the client. The major aim of this theory is for the client to achieve self- independence to maintain a high-quality lifestyle. In the process, the therapist is expected to be genuine, understanding and warm in dealing with the client (McLeod, 2019). A

mastery of the basic concept of this theory and development of requisites skills can help the counsellor to strategized on improving guidance and counselling programmes in schools (Sambo, 2008).

The practice of guidance and counselling profession depends on the client-centred theory principles. The use of congruence, unconditional positive regard, and empathy are necessary skills that must be displayed by a counsellor during guidance and counselling sessions (Campell, 2017). Guidance and counselling programme and client Centre emphasized on the need to develop personal potentials through self-realization. The two principles clearly highlighted those unhealthy behaviours and that negative attitudes are the major factors that can hinder self-actualization. At the same time, the development of self-confidence is vital in achieving an individual's goals. Both programmes are interested in the quality of the relationship between the client and therapist (Clark, 2004).

Strategies for Promoting Guidance and Counselling Programme
(A). Developing professional capacity
According to Ojo (2009), the major strategy for improving guidance programme in schools involves the development of professional capability in the use of counselling techniques. These techniques include

Facilitation
This an action that encourages the client to express themselves during counselling programs. This strategy does not specify what type of response is expected, but the technique can facilitate the client to open up in a face to face interaction the counsellor.

Paraphrasing
According to client centre theory of Roger 1951, paraphrasing is an attempt to understand the client point of view by repeating what the client has said in a precise and accurate form. This process helps the counsellor to understand the client in the delivery of guidance and counselling services.

Confrontation
This technique is used in challenging the client to take an honest look at himself. This is usually achieved with a description of the client's appearance and behaviour during the counselling process. At this point, the client is made to take responsibility for their action.

Questioning

The counsellor has to be tactical in the use of the questioning technique because it can be overused. Open-ended questions are used to seek further clarification in the counselling process. The use of this skill would promote guidance program.

Reassurance and encouragement

This technique motivates the client to take action on the information received in the counselling process. For example, the counsellor can encourage the client by the following words *I am here for you; you can make it, I want you to succeed* etc. Others techniques include the reflection of feelings, summarization of all what the client has said at the end of the counselling session. These skills are all embedded in the client-centred theory.

(B). Integrated approach

National Report Summary (2013) emphasized on the use of an integrated approach as a way of promoting a guidance programme in schools. According to this report, the recognition of guidance and counselling practice in schools, training and re-training of counsellors, certification of the profession could be a major strategy for improving the actives of guidance services in schools. The report also recommended a need for constant professional development and reappraisal of policies on guidance and counselling practice.

(C). Online Guidance and Counselling approach

The traditional method of face to face approach can no longer carter for the currents trends of diverse nature of guidance and counselling needs. A more significant percent of secondary school students has an identity on the internet social media and other online platforms, and these platforms are not without their attendant behavioural deficiencies (Strauss, 2014). A face to face method can no longer capture these population of students effectively. COVID 19 pandemic, has introduced a game-changer in different human endeavours (Yurchisin, Watchravesringkan& McCabe 2005). For guidance and counselling, face to face contact may be impossible during a pandemic. It is now evident that during the pandemic, online contacts rather than face to face approach may be a more effective guidance and counselling method. Other platforms for effective communications include conference call, messaging, voice over internet protocol (VIP), Zoom, and other appropriate technologies that are available can be used for guidance and counselling sessions. With the current trend in the use of social media, it is imperative that computer, social media and online skills become vital tool kits in guidance and counselling strategies. On the overall, for guidance and counselling to become more productive, it must consider the diversities of

the paradigm shift in human endeavours. Mghweno&Mghweno (2014) emphasized that counsellors need to introduce dynamic strategies in carrying out guidance and counselling programme in schools.

The researchers observed that majority of the counsellors use the same sect of approach in dealing with student's problems; this seem boring to the students and teachers. Mbabazi and Bagaya (2013) noted that the constant repetition of a particular sect of therapeutic methods could mar de-efficiency of guidance and counselling process. These set of procedures have also been reported to lack elements of privacy and confidentiality, considered to be the hallmark of guidance and counselling (Boitt, 2016). The trend in the pattern of negative behaviours among secondary school students is alarming. The operators of the guidance and counselling programmes need to map out contemporary strategies to combat these current problems. Various literature such as Low (2009), Eyo, Joshua &Esuong (2010) &Umezulike (2013) has identified problems associated with the delivery of guidance and counselling programmes in schools. These problems are, combining guidance and counselling duties with other school routine duties, the delegation of career duties to unqualified staff and paucity of requisites facilities for service delivery. Despite the importance of G&C, the program has been accorded appropriate recognition in schools. Oye, Obi, Mohd and Bernice (2012) noted that despite the establishment of guidance and counselling in Nigerian schools the services are still fragmented and the researchers suggested a need for a comprehensive overhaul of the program. Mghweno&Mghweno (2014) carry out a study on access to guidance and counselling services and its influence on students' school life and career choice. The researcher emphasized the need to improve the delivery of guidance and counselling for effectiveness.

A lot of studies has been done on guidance and counselling programme in schools and this include, Alabi (2006) who worked on secondary school student's attitude towards guidance and counselling program, Boitt (2016) conducted a study on the evaluation of the Challenges in the Implementation of the Guidance and Counselling Programme in Baringo County Secondary Schools Kenya. Most of these studies did not focus on strategies for promoting effective guidance and counselling programme in school, hence, the need for this study. The main purpose is of this study is to(a) discover counsellors perception on thestrategies used for promoting effective guidance and counselling programmes in schools, (b) to identify the counsellors perception on the strategies for promoting effective guidance and counselling programme in schools on the basis of gender, years in service, educational qualification and religious affiliation.

METHOD
  Research Design
The study design used was a descriptive survey. Descriptive research design is a type of technique that describes the characteristics of the population or phenomenon that is being studied(Cabot, 2020).

  Participants
Seventy counsellors were purposively selected from government-owned schools in each of the three senatorial districts in Kwara State Nigeria. A total of 210 counsellors participated in the study. The qualitative and quantitative methods were used in this study to gather information from the respondents. The participants were professional counsellors in various schools. The researchers were interested in gathering information from the counsellors who were on the field; as such, an interview section was organized. Two counsellors from the three senatorial districts were purposively selected, thus making a total of six counsellors that participated in the interview. The researchers encouraged each contributor to respond to each question freely. **Instrument**
The questionnaire titled Strategies for Promoting Effective Guidance Programme Questionnaire (PEGPQ) was developed by the researchers. Items on the questionnaire were derived from the appraisal of current literature. The respondents' information is contained in sections A, while Section B was made up of 15 items on the strategies for promoting effective guidance programme in school.The instrument validity was ascertained by giving a draft of the questionnaire to four experts in the related field of study for vetting. Sequel to their suggestions, inappropriate items were removed while some items were modified. Finally, the items on the questionnaire were adjudged suitable for the study. Using the t-rest method, a reliability index of 0.70 was gotten. Hence, the instrument was statistically reliable

Data Collection and Analysis
. The ethical issues were taken care of by obtaining permission from the schools and the respondents. Those that were not willing to be part of the study opted out, so they were not served with the questionnaire. Also, the participants were assured of confidentiality before, and those willing were served with the questionnaire.Four major questions were raised during the interview sessions which lasted for about one hour.

  In view of the nature of this research work, both descriptive and inferential statistics were used in analyzing the data collected. The hypotheses generated were analyzed using t-tests and Analysis of Variance (ANOVA). All hypotheses were tested at 0.5 alpha level of significance.

RESULT
Table 1:Percentage distribution of respondents by gender, number of years in service, educational status and religion

Variables	Frequencies	Percentage (%)
Gender		
Male	101	48.1
Female	109	51.9
Total	**210**	**100.0**
Years in Service		
1-5 years	112	53.3
6-11 years	84	40.0
12 years and above	14	6.7
Total	**210**	**100.0**
Educational Status		
Bachelor's Degree	105	50.0
Post Graduate	105	50.0
Total	**210**	**100.0**
Religious Affiliation		
ATR	14	6.7
Christianity	95	45.2
Islam	101	4.4
Total	**210**	**100.0**

Results from table 1 above show that 101 (48.1%) male and 109 (51.9%) were females. The results also reveal that 112 (53.3%) that participated in the study had 1-5 years of working experience as counsellors, 84 (40.0%) had 6-1 years' experience while only 14 (6.7%) has 12 years and above experience. However, it is imperative to note that respondents with a Bachelor's Degree and those with Post Graduate Degree have responses of 105 (50.0%). Also, 14 (6.7%) of the participants are adherents of African Traditional Religion, 95 (45.2%) are Christians, while 101 (48.1%) is Islam.

What are the strategies for promoting effective guidance programme?

Table 2 Mean and Ranking on strategies for promoting effective guidance programme

No	Effective G & C programme can be promoted in any school if:	Mean	Rank
4	there is an opportunity for training and retraining counsellors	3.65	1st
1	recognition is given to counsellors as full-time professionals	3.64	2nd

11	Guidance and counselling programmes are included on the school time table	3.57	3rd
8	counsellors are allowed to practice their core professions	3.55	4th
2	counselling is certified and licensed by the government	3.53	5th
15	there is enough awareness on the importance of G&C in schools	3.45	6th
5	counsellors are computer literate	3.44	7th
7	the duties of counsellors are well outlined by the ministry of education	3.43	8th
3	the government provides relevant support for the counsellors	3.42	9th
9	stakeholders are well enlightened on the importance of guidance services	3.37	10th
6	guidance services are provided for students in the classroom	3.34	11th
10	there is a periodic evaluation of guidance programmes in schools	3.33	12th
13	career masters are not allowed to carry out the duties of school counsellors	3.29	13th
14	counsellors are placed on a better salary scale	3.2	14th
12	G & C programmes are included in the school time table	3.07	15th

Note. *Standard Reference Mean = 2.50

Table 2 shows the mean and ranking of strategies for promoting effective guidance programme. Items 4, 1 and 11 ranked as the top 3. Item 4 (there is an opportunity for training and retraining counsellors) ranked 1st with a mean score of 3.65; followed by item one which ranked 2nd with the mean score of 3.64. From the above table, the mean scores are more than the mid-mean score of 2.50; it can thus be inferred that the items were seen as the perceived strategies for promoting effective guidance programme.

There is no significant difference in the strategies for promoting effective guidance and counselling programme in schools as perceived by school counsellor on the basis of gender and Educational Status.

Table 3 Mean, SD and t-value of Strategies for Promoting Effective Guidance Programmes Based on Gender and Educational Status

	N	M	SD	df	t-cal.	t-crit.	p-value
Gender							
Male	101	47.87	6.971	208	0.13	1.96	0.90
Female	109	48.02	9.293				
Educational Status							

	N	M	SD	df	t-cal.	t-crit.	p-value
Bachelor's Degree	105	47.03	8.881	208	1.62	1.96	.106
Post Graduate	105	48.87	7.472				

The p-value of 0.90 (gender) and .106 (Educational status) is greater than 0.05 alpha level of significance, as such the hypothesis is not rejected. This implies that counsellors, irrespective of their gender and educational status, they all agreed to the strategies for promoting effective guidance programmes in schools.

There is no significant difference in strategies for promoting effective guidance and counselling programmes in schools as perceived by counsellors based on years of service and religion.

Table 4 ANOVA **Table on Strategies for Promoting Effective Guidance Programmes in Schools Based on Years in Service and Religion**

Source of variance	SS	df	MS	F-cal.	F-Crit.	p-value
Years in Service						
Between Group	277.1	2	138.6	2.06	3.00	.130
Within Group	13909.3	207	67.19			
Total	14186.4	209				
Religion						
Between-Group	130.1	2	65.03	.96	3.00	.39
Within Group	14056.4	207	67.19			
Total	14186.4	209				

Table 4 shows that the p-value of .130 (Years in service, $F_{2, 207}$ = 2.06, p > 0.05). and. 39 (religion, $F_{2, 207}$ = 0.96, p > 0.05.) is greater than 0.05 alpha level of significance, as such, the hypothesis is not rejected. Results in table 4 indicate that that irrespective of the counsellors' years in service and different religious belief, they all have the same perception on strategies for promoting guidance programmes in school.

Interview Session

Respondents views on the following questions:

1. As a counsellor, do you see the need for improvement in the delivery of guidance and counselling programmes in schools?

Respondents 1-- Yes. This is because there are emerging problems every day in schools brought about by technological advancement. There are new trends in criminal activities among students at all levels.

Respondents 2—Yes. G and C have the capacity to facilitate the attainment of educational policies, so there is a need to continually improve the delivery content to enhance the programme in schools.

Respondent 3---Yes. Stakeholders seem not to understand what G and C is all about as such counsellors are giving dual roles; they carry so much responsibility which does not permit for effective delivery of guidance and counselling services.

Respondent 4--- There is a need for improvement in performance. It can be inferred that counsellors have not been able to record expected achievements in term of performance in the course of their service delivery.

Respondent 5--- **A close** look at the current trend in societal values; there is a need to improve in the delivery of guidance and counselling services in schools. Some school counsellors are not performing their duties as expected, and many students are not educated on the importance of G&C services in schools.

Respondent 6--- I feel the delivery channel is okay; however, there is a need for sensitization among stakeholders on the importance of providing facilities for practical guidance and counselling services in schools.

2. In your view, as a counsellor, do you think there is a need to devise new strategies in improving G and C programmes in schools?

Respondent 1----The world is advancing, so counselling activities must step up with the contemporary trend. Therefore, counselling strategies should be reviewed to stay abreast with the current trend of behaviour, occupation and socialization.

Respondents 2&3-----Yes, there is a need to devise new strategies in carrying out our activities in schools.

Respondent 4—There is a necessity for the school counsellors to create awareness on the need for G&C in contemporary times. In doing this, the professional counsellor has to do things in a different way to attract clients.

Respondent 5--- The strategies used by counsellors are okay, but there is a need to adjust to the demand of contemporary times constantly.

Respondents 6--- It is essential to develop more robust guidance and counselling programmes in schools, counsellors should be smart in their delivery methods. The strategies should focus more on how to attract these students for G&C programmes as we all know that the amount of investment deposited in these students depends on how they handle life challenges in the nearest future.

3. Do you think G and C needs a comprehensive overhaul in Nigeria?

Respondents 1--- No. what is needed is new strategies in addition to the old ones.

 Respondents 2---- No. we only need to improve on our strategies.

Respondents 3---- Yes. Guidance and counselling process will allow for an integrated approach in dealing with student's current problems.
Respondents 4----   There is a need for comprehensive repair to actually achieve the aims and objectives of guidance and counselling in Nigeria.Guidance and counselling is supposed to be part of educational programmes, yet so many schools do not see the need for this programme.
Respondents 5----No. It is the operators of guidance and counselling services that need to be innovative in the process of delivery.
Respondents----6. As a counsellor, we ought to be futurist in our approach to issues. The core objectives of setting up G&C in schools has not changed; however, the pattern of behavioural problems among secondary school students keep changing over time.
4. What are the various strategies that can be used to improve the G and C programmes in schools?
Respondent 1---G and C should be included in the school time table. Also, the respondents recommended in-service training for counsellors and that the government should enforce the establishment of G and C in all schools.
Respondent 2--- There is need to organized refreshers seminars and workshop for the counsellor. The counsellors affirmed that they have not gone for any training in the last ten years. Also, counsellors should be exposed to online counselling to keep pace with the present level of globalization
Respondent 3—The counsellor emphasized on the need to develop appropriate appraisal plan. Schools counsellors should link up with agencies that could assist in enhancing G and C programmes.
Respondent 4—Guidance and counselling programmes should be included in the school time; this will create awareness on what the programme is all about and its importance. Many students do not actually understand the use of these services.
Respondent 5----The G&C programme in schools should be broad enough to accommodate other intervention services that can be of help to the secondary school students. For example, the counsellor can introduce parent-child counsellor interaction, recreational intervention programmes, peer cluster programme etc.
Respondents 6---The use of online counselling should be encouraged. This will assist in reaching out to large numbers of clients who need guidance and counselling services within the shortest time.

Discussion
The study revealed that training and retraining of counsellors and recognition of counsellors as full-time professionals are important in enhancing the

guidance and counselling programme in schools. Yusuf (2004) affirmed that there is a need to train and retrain counsellor to be efficient in carrying out their duties in schools. In the same vein, Yahaya (2016) noted that professional counsellors should continuously update their level of proficiency through constant training and retraining to enhance their knowledge on basic concepts and contemporary strategies of guidance and counselling.Bulus (2001) explained that counsellors' roles are often misconceived within the school system, and as such most counsellors are not allowed to practice on a full-time basis.Alabi (2006) opined that if the counsellor is allowed to display their professional wealth of experience, guidance and counselling programmes will help to improve the entire educational programme sector. As earlier advised, Umoh (2016) emphasized on the need for counsellors to practice on a full time basis

Results that emanated from this study showed that majority of the respondents agreed in their perception of the strategies to deplore so as to enhance the effectiveness of guidance and counselling programmes in schools based on gender. As such, irrespective of the respondents gender they did not differ in their perception. In a study carried out by Ojo (2009) the researcher also discovered that male and female counsellors also had a similar perception on the need to develop friendly strategies that can enhance guidance and counselling services in schools. The similarity in opinion could be a result of what they have observed in the field. In the same vein, Durosaro (2016) emphasized the need for professional counsellors to be innovative when delivering guidance and counselling services in schools. Ubana (2008) recommended that stakeholders should do everything to promote guidance and counselling programmes to achieve their aims.

The counsellor's number of years in service did not influence their opinion either. This perception tends to suggest that the counsellor have similar experiences on the field particularly, on the need to re-strategized the counselling approach in secondary schools. According to Yahaya(2016), regardless of the counsellors' years in service and educational qualification, there is the need to constantly uphold the standard of counselling practice. However, this can be achieved through the exposure of counsellor to current counselling strategies.

The respondent's educational status also had no influence on their perception. The respondent's perception is likely to be related because they are all exposed to similar educational training. This finding is in agreement with the study of Ojo (2009) who revealed that the differences in the educational level of the counsellors notwithstanding, they all agreed on the need to develop strategies that can improve guidance and counselling programmes in schools.

The result revealed that both Christians and Muslim counsellors showed a similar perception of the strategies for promoting effective guidance program in schools. Most religious tenets are grounded on some of the philosophies of guidance and counselling programmes, and this could be the primary reason why their perception is the same. Yusuf (2004) observed that most times the attitude of both Christians and Muslims faithful's are the same on the issue that relates to guidance and counselling services.

The interview process confirmed that there is a need for improvement in the delivery of guidance and counselling programmes in schools. This affirmation was also confirmed Boitt (2016) who advocated on the need to improve guidance and counselling services in Kenya. Majority of the respondent believe that most of the strategies that have been used for guidance and counselling practice are potent to resolve problems; however, they observed that there is need to introduce new strategies to enhance guidance and counselling programmes in the 21st century. Wambu& Fisher (2015) reechoed this by explaining that there is a need to improve on counselling styles as a result of the societal changes.   The respondents agreed on the need to introduced some new strategies that can enhance guidance and counselling services in Schools. Lwazi (2016) revealed that for guidance and counselling programmes to be effective in schools, especially in contemporary times, the counsellor must introduce new attract clients.

Conclusion and Recommendations
It was concluded that gender, years in service, educational status and religion of the respondents did not significantly influence the views of counsellors. It is therefore suggested that counsellors should go for constant training on strategies for improving guidance and counselling programmes in schools. The duties of the school counsellor should be spelt out and be given due recognition as professional counsellors. Stakeholders should make it compulsory for schools to employ professional counsellors on full time. This will enhance the effectiveness of the guidance programme in schools. Counsellors should be innovative and develop strategies that could enhance guidance and counselling programmes in schools.

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