

# CHALLENGES FACING GUIDANCE AND COUNSELING IN HIGHER EDUCATION IN AFRICA

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## **Abstract**

*Education is an inevitable tool which from solid foundation upon which individuals are developed to acquire skills and techniques that would enable them develop comprehensively, set goals, make decisions and face challenges impinging in their endeavors. It is the belief of Africans that through education, the rudiments of acceptable norms in the society would be transferred to their present and future generations. Based on this assumption, guidance and counseling was introduced in the school system to acquaint learners with adequate services towards achieving success in their academics, social and career endeavors. Unfortunately, studies of some scholars observed that guidance and counseling is frost with streams of challenges starting from primary and secondary levels of education to higher institutions of learning in Africa. It is believed that solving the challenges at the Primary and Secondary school levels would go along way in solving that of higher institutions. Some counseling strategies and suggestions on how to handle the challenges were highlighted.*

African countries are facing a lot of challenges in both their economic, social and political sectors compared to their western counterparts like United States of America. Most of the countries are of the view that through education the problem could be solved. Education is seen as the fastest medium upon which individuals are assisted to develop; appropriate life skills and potentials that would enable them contribute positively to the development of their nation. It is the life wire of every society upon which the members inculcate the requisite knowledge on how to handle challenges and take reliable decisions. It forms the solid foundation upon which individuals are empowered with skills on how to make positive change for the general development of their nations economic, social and political sectors. To Maduewesi, education lies at the heart of every society. It is a key and a vital element in broad development of the nation's youth's capacity to address and solve difficulties.

The Federal Ministry of Education in Nigeria, sees education as an instrument par excellence to foster the worth and development of the individual, for each

individual's sake, which should as a right be accessible to every child for the general development of mental, physical, and social abilities and competencies as equipment for the individual to live in, and contribute to the development of the society (FRN, 2004). Kwesi (2015), of Ghana, views education as the process of exposure to superior and quality knowledge as well as empowering educators with valid knowledge so that they have critical thinking skills and faculties to make informed, better and quality decisions which will add value to the quantity of their own lives and lives of others, and in the end, help resolve socio-techno-politico and economic and national problems.

Furthermore, Education is such an important pillar towards Kenya's development pathway, because proper education remains the only way to break the cycle of underdevelopment and poverty in the majority of Kenyans. A proper education system has the potential to increase the employability or income generating capacity of Kenya's majority poor thereby enabling them to be employed or be entrepreneurs in their own right and mitigating in the high inequality levels in Kenya (tedx – blog). Madela (undated) explained that education is the most powerful weapon which you can use to change the world. Education both formal and informal can give you the knowledge, skills and confidence to build a better future. While Maduewesi (2016) citing Huitt, (1997) remarked that there are three major issues in the education of young people today. The first is the development of a vision for one's life that inclines the discovery and/or defining of one's life mission character, dealing with the concern of direction and quality life. The third deals with the development of skills that deals with concerns of how well one is able to do something. It was based on these perceptions of education in Africa that many academic programmes were developed in schools in other to serve as medium of achieving the efficacy of education, of which, guidance and counseling is one of them.

Guidance and counseling has been introduced in most educational systems in Africa to assist take care of the learners and other stakeholders in education, on such areas of their education, vocation, personal-socio and marriage needs. Unfortunately, most schools in Africa are facing challenges from primary to tertiary institution levels of education on the mentioned areas. Generally, guidance and counseling is in epileptic functioning stage in most secondary and high institutions in Africa, while non-functional in most primary schools. Learner's problems do not start at the secondary or tertiary institution level but at the primary school level. As such problems not handled at this level will be carried over to secondary and tertiary institution levels.

### **The Concept Guidance and Counseling Programme**

Guidance and Counseling Programme is a planned, systematic programme of services aimed at assisting learners adjust favorably in their environment, develop

their existence. It involves all planned school activities designed to enable the learners achieve understanding of self and others, develop high self-concept, make informed career choice, develop, positive attitudes and behavior towards their education, achieve their developmental tasks, understand the meaning of values and moral in practice, acquire skills and develop techniques that would enable them face challenges and contribute meaningfully to the development of their country.

These services include orientation, information, referral Appraisal, and Counseling, placement, consultation, and evaluation services. UNESCO (2011), conceived guidance and counseling services and programmes as directed to promote the personal/social, educational and career development of students. Akinade (2015), citing Herr and Crammer (1992) and Gesinde (1997) define school guidance programme as the totality of carefully collected and collated, current and correct services that counselors provide to students or clients to make informed choices. While the international Association for Educational and Vocational Guidance (2004) asserts that, guidance is a process of providing, valid, reliable, correct and up-to-date information to clients and students for efficient decision-making, self-development, self-understanding, and awareness about goings on around him/her.

Generally, the role of school guidance and counseling program is to make sure that the learner is holistically developed and placed appropriately in the society. It is believed that when learners are guided with guidance and counseling programme of services early in life, they would be inculcated with the skills and techniques that would enable them to develop their potentials and capable of attaining excellence in life. Every country in Africa has guidance and counseling programme of activities in their education system, especially at the secondary level forgetting that problem do not start at that stage but during the primary school age. More so, the educational system is facing a lot of challenges which invariably, affect the services of guidance and counseling in schools. Learners automatically carry over their problems to higher institutions of learning where the challenges continue.

### **Review of Challenges Facing Guidance and Counseling in Higher Institutions of Learning in Africa**

When Kwame Nkrumah the first president of Ghana in an opening speech in the institution of African Studies at the University of Ghana in 1963 gave a wholistic view of education as “Consisting not only in the sum of what a man knows, or the skills with which he can put this to his own advantage. He further explained that a man’s education must also be measured in terms of the soundness of his judgment of people and things, and in his power to understand and appreciate the needs of his fellow-men, and to be of service to them. The educated man should be so sensitive to the conditions for the good of all”. He never meant that mere entering school to learn how to read and write would automatically endow the learner with the mentioned attributes. Rather the learner must be assisted through varied, medium of education to

acquire the aforementioned attributes. This speech must have contributed in one way or the other for the introduction of guidance and counseling in Ghana educational system.

Schools in Ghana are facing these challenges in guidance and counseling in primary and secondary schools. Absence of professional guidance counselors in most of their junior high schools. This was confirmed by Mr. Kwao Sackey (2014) speech at durbar. Kwao was the Chief executive of Ghana East Municipal Assembly, Ghana; “Absence of professional counselors in most junior high schools is a contributory factor to the inability of some, candidates to gain admission to senior high schools. Even though they might have performed well, but because there was no professional guidance counselor to guide the students select the right schools.

Bokor (2013) in his article on the topic, lack of guidance and counseling, the main bane of formal education in Ghana observed that the youths in Ghana face in their struggle to chart a proper path in life is the lack of guidance and counseling, especially at their formative stages of life when they most needed to be informed about the Vicissitudes of life and how the career choices they settle on can make or mar their lives.

In support of the observations, Mr. Pokoo Aikins the Director of guidance and counseling at Ghana education service added that: “Guidance and Counseling is very important to the learner’s positive development. But there is no space for counseling activities in the basic schools, lack of placement and cumulative record are missing. While Ali (2014) reports that students in Ghana face myriad of challenges which militate against their academic, career and socio-personal progress in school due to the absence of quality guidance, and counseling services.

In Zimbabwe, Ciwengo (2003) explains that learners continue to make wrong decisions – smoking, drunkenness, drug abuse, unplanned marriages, promiscuity and wrong choices of careers though guidance and counseling was accepted in principle but the implementation was paralyzed by not giving it the attention it deserves. Nziramasanga Commission 1999 pointed out that non-examinable subjects such as guidance and counseling are ineffectively taught because they are regarded as inferior. Kapuya 1993 report among other reports that guidance and counseling teachers have other teaching subjects, they devote most time on. According to the provincial education, director’s beginning of year report (2005), the non examinable subjects are not taught, the blame is on district education officers, head teachers and teachers who are failing in implementation roles. Survey study was carried out by Gudyanga, Wadesango, Marizira and Gudyanga (2015) on current state of guidance and counseling in Zimbabwe. The study was carried out Chinhoyi Urban Secondary schools of Zimbabwe, four high schools, head teachers and teachers constituted the population for the study. The sample size was 44 respondents selected through simple random sampling technique. Findings revealed: that guidance and counseling was implemented differently in schools, some head teachers and teachers

are not aware how it should be implemented, some participants we not aware about the existence, poor remuneration of teachers and most teachers who are counselors are loaded with much school subjects.

In a similar view, Chireshe (2014) observed that guidance and counseling services were not always planned for at the beginning of each year. Students and parents were not frequently involved in need assessment services for Kimathi (2002), teacher counselors feel that since they are classroom teachers, their colleagues see them in a resentful manner. It is sometimes limited to education advising with teacher counselors acting as resource persons. Counseling on personal problems appears minimal, partly due to the students mistrust, time, pressure and a feeling of inadequacy.

In Kenya, the following challenges are facing guidance and counseling in their primary and secondary school education as observed by studies of: Callen, Peter and Paul (2012), study employee ex-post facto descriptive survey. Design, 21 secondary schools in Nyamira country formed the population of the study. Sample size was made up of 147 respondents that were selected through purposive and simple random sampling techniques. Questionnaire was the instrument for data collection. Findings revealed that, lack of adequate guidance counselors, inadequate resources and lack of requisite support to guidance and counseling programmes among others are among the challenges facing guidance and counseling teachers in Kenya. Ngumbi (2004) study on challenges teachers are facing while implementing guidance and counseling programme services in public secondary schools in kiknyu in Kenya and how well schools were equipped with guidance and counseling facilities and how they are supported by school administrators. Ex-post facto research design was employed. The sample size was made up of 70 respondents. The schools selected through proportional stratified sampling techniques while the teachers and head teachers were selected through purposive sampling. Questionnaire was used to collect data from the respondents. Findings revealed that teachers do not have adequate skills, lack sufficient administrative support on finance, lack motivation and adequate time for guidance and counseling.

The challenges are not different in Nigeria as observed by authors like Bukoye (2012), who identifies challenges facing guidance and counseling in schools as:

Lack of fund and psychological tests, non-supportive action by schools, lack of awareness about counseling programme and lack of data bank to coordinate research activities. To Arijesuyo (2012), South Western Nigeria is faced by inadequate personnel, deficiencies in the provision of required personnel and materials necessary to facilitate and promote effective counseling and human development programmes in the universities. In a related view, Ikeotuonye and Ukwueze (2014) observed challenges facing counseling in the National (Open University of Nigeria (NOUN) in the areas of professional personnel and support

staff, staff development, facilities and time, funding and counseling awareness among students. Onah (2015) discussing fundamental challenges facing guidance and counseling in higher institutions in Nigeria, identified the following challenges. The Federal government not giving guidance and counseling its proper place in the National policy on education, a document containing the nation's philosophy of education. Heads of institutions do not allow counselors posted to their institute to practice their profession instead they are frustrated by assigning other jobs to them. Ahita (2007) confirmed that counselors are seen as intruders and threats, hence, their services are not appreciated.

In a similar development, Carew (2011) identifies challenges of guidance and counseling in Nigerian schools as lack of funding from government, poor certification, low level collaboration among counseling and related disciplines, inadequate curriculum content for counselors training, psychological tests and other counseling materials are hard to obtain for the benefits of counselors and students, poor school facilities resulting to poor standards of education, problem of acceptability of counselors by other staff members of the school and the wider society.

Based on all the studies and observations of many scholars, it is obvious that guidance and counseling is facing a lot of challenges in Africa, ranging from poor funding, lack of support, inadequate facilities, role conflict, poor knowledge of some counselors, poor administrative skills to lack of awareness of counseling. It is a sympathetic situation, that at this 21<sup>st</sup> century the today leaders are gambling with the future of the tomorrow's leaders. The youths are being wasted in their hundreds day in day out as a result of one criminal conviction or the other. Cases of kidnapping, community clashes, militancy, robbery, faking, impersonation, examination malpractices, internet fraud, to mention but a few have become the order of the day in almost all African Nations. Practicing effective guidance and counseling programme would enable the counselor to develop sense of responsibility and self-understanding among the learners in schools.

Students are faced with interpersonal conflicts that do not give them the psychological freedom to accept themselves and function positively at a higher intellectual level. They have failed to develop the skills and techniques on positive ways of facing and managing challenges. Acquisition of value judgments and critical understanding of education have eluded most African students as a result of ineffective guidance and counseling in schools.

### **Challenges Facing Guidance and Counseling in Higher Education in Africa as Observed by the Writer**

Guidance and counseling is as old as mankind. Africans claiming ignorance on the efficacy of guidance and counseling as a weapon to develop our human resources is not at the interest of general development in Africa Guidance and

counseling is facing a lot of challenges in schools in Africa, in addition to what the reviewed scholars have identified. Among these additional challenges are:

### **Lack of Guidance and Counseling in Most Primary Schools in Africa**

Most primary schools in some African Nations do not have guidance and counselors to render guidance counselors services to the learners. Primary stage is a sensitive stage that demands careful handling, and supervision of the learners need and activities. Impressions made at this stage or level of education, are handed over to secondary and tertiary institutions levels. Whereby they are negative, they may become graven on their personality. Education at this level is the foundation upon which subsequent levels of education are built. Guidance and counseling services at this level of education would give the learners sense of security, love, care, belongingness that would enable them acquire desirable skills to normal formation, develop early enough love for education, peace, value judgment and morals. Omotosho (1980) in Onyemachi (2000) indicates that developmental guidance should focus on the personal, intellectual and social potential of the child. It should be continuous because the movement from infancy to early childhood, to middle childhood, though is a slow process of development, but it is a process usually fraught with difficulties, not a series of sudden jump into another and therefore calls for what may be termed cumulative guidance. That is guidance from infancy to adulthood.

### **Poor Implementation of Educational Policy**

Almost all the African nations have guidance and counseling programme in their education policy. Unfortunately, one wonders why such policy the government is aware of the importance could not be properly implemented in the school system so as to achieve the objectives which it is set to achieve. In Nigeria, the federal government (1977). National Policy on Education remarked. "In order to arrest the ignorance of career prospects and personal maladjustment prevalent among school children, career officers and counselors would be appointed in our post primary institutions, guidance and counseling would also feature prominently in the nation's teachers education programme (p.2)".

In 2004 when the federal government of Nigeria revised the national policy, the issue of counseling was put in section 4, (19), C and it was recognized as being among the third educational services after health and library. This states; "in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counselors will be appointed in post primary institutions (P.47)". Guidance and counseling has been made a compulsory course in all teachers' education. It is yet to appear on the school time table in schools like every other subject or course. Major states or secondary schools in the nation do not have guidance counselors in their schools. Still on poor implementation of educational policy as among the challenges facing guidance and

counseling in Africa, Uganda is also facing same challenges in guidance and counseling.

In 2008, the department of guidance and counseling was created after the restructuring of the ministry of Uganda's education and sports. It was mandated to provide strategic and technical leadership, guidance, advice and strategies in all matters of guidance and counseling, including HIV/AIDS, and so on. The objectives of guidance and counseling programme in Uganda among others were as follows: To promote, support and ensure the provision of quality guidance and counseling including psycho-social services in the entire education sector. Sensitize all stakeholders and advocate for policies and strategies to effectively address issues of guidance and counseling. And develop as policies, strategies, plans and guidelines for the implementation and provision of guidance and counseling services, ensure training and retraining, refresher programmes for teachers, counselors and other stakeholders in both government and private education institutions(ministry of education and sports, the republic of Uganda).

In Zimbabwe, guidance and counseling was introduced in all the country's schools in 1988 and was made compulsory. Guidance and counseling sessions were geared towards assisting learners to integrate their academic, social, career and personal growth in order to enhance student performance and maximize their ability to make a meaningful contribution to society. Gwengo (2003) emphasized that learners in Zimbabwe continue to make wrong decisions – smoking, drunkenness, drug abuse, unplanned marriages, promiscuity and wrong choices of careers. As at 2005, the education director lamented what the district education officers, head teachers and teachers are failing in implementation roles (journal of science, 2015).

These are the few countries in Africa to mention. Almost all educational systems in Africa accepted guidance and counseling positively, but have failed in the implementation of the policy, they have made. Guidance and counseling policy in countries become effective based on the effort of the leaders to actively follow up policy with adequate human and material resources. As well as monitor the activities with intense inspections and supervisions.

### **Challenges Facing Education in Africa**

Challenges facing education in Africa is another challenges facing guidance and counseling in Africa. Guidance and counseling programme services are developed in schools for all that are concerned with education and the learners based on the challenges facing education, both curricular and extra-curricular activities are poorly carried out. The quality of African students confirms this. For instance, many researchers have observed that African continent have a poor education system which is incapable of creating well trained and knowledgeable graduates who can successfully compete in the global job market. African education is facing challenges like political, social and economic, terrorism, poverty, illiteracy, and inadequate



infrastructure in schools. The report continues, students are practically not learning anything useful or gaining skills which will equip them to build a lucrative career and add to the national economy. Graduates are ill-prepared to enter the work place and lack the knowledge and skills of graduate from other parts of the world. As per 2011 – 2012, Times Higher Education World University Ranking, university of Cape Town in South Africa was ranked 103 in the world which was awarded a total of 53.2%.

**Lack of trained educators:** As the education system is weak from the base, the system is unable to create skilled and talented educators and teachers who would guide our students.

**Lack of government initiative:** As the political scenario is greatly influenced by corruption, the government of different African nations do not take all the necessary steps to boost education. All several measures have been undertaken, but none has proved fruitful due to lack of funding and government support.

**Poor infrastructure in schools:** Most primary and tertiary institutes across the continent do not have the right equipments, study materials, or even buildings to teach students. As digital learning is slowly taking over the education sphere, African schools find themselves ill equipped to provide students the best learning experiences. (bit. Iy/iCKCdkc, 2017).

On similar observations, on challenges facing education in African, these challenges were identified as.

**Lecturers' weakness:-** lecturers in most higher institutions in Africa do not carry their assignment well, poor quantity lectures, fail to update lecture notes, use outdated textbooks, dictate notes with no explanations.

**Government failures:-** embezzlement of public funds, strike actions because of government failure to give positive address to education, for instance, Association of staff on university union (ASuu) strike in Nigeria 2013 (sunnews online.com)

**Weak practical backgrounds:** Both primary and tertiary students are taught with no practical knowledge. Most medical doctors lack practical. This is the major cause of death. They lack good skills on how to handle child's delivery. This contributes to high rate of child and maternal mortality – 2013, infant mortality death rate was 87% (Wikipedia).

**Hindrances from institutions:** Students are not taken to places to learn, restricted to only the institutions learning environment. Learning environment lack organized

classrooms and lecture hall jam packed students. Students feel uncomfortable while learning and assimilation becomes a problem.

**Crisis:** There is environment disorder everywhere; this affects the standard of education in Africa. Crisis involves political parties and wars faced by many nations of the region. The crisis ranges from inter-religions and non-religions. Students are prevented from carrying out academic activities in the affected areas, school, blocks, equipment and other facilities are destroyed in most cases, example Boko Haram since 2013 in Nigeria.

**Non-patriotism:** Teachers and lecturers, politicians, and so on find joy travelling abroad to study while money meant for education is embezzled by them, and saved in their foreign accounts thereby enriching foreign nations.

**Sentimentalism:** vice chancellors, deans of faculties, HODs, headmasters, and headmistresses do not place the right persons in different departments of learning. This resulting to producing half-baked graduates. Lecturers handle courses they know little or nothing about, this affects the learner's performances (Hubpages.com).

These problems affect the provision and implementation of guidance and counseling in schools. Guidance aims at assisting the learners greatly to discover self and fulfill their dreams through educational experiences that are meaningful to them and not through the ones that would render them half-baked. The school is expected to provide varied knowledge and opportunities that would strengthen the uniqueness of every learner. It is equally the role of education to ensure that professionally skilled staffs are available for the learners, to provide a learning climate that will maximize and facilitate the development of all learners individually and in group. That was among the reason why Bact and Roeber (1963) in Onyemachi (2000) explained education as a vestibule of a house leading to various rooms. These rooms symbolic family life, citizenship and vocational life. To reach these rooms, one must first pass through the vestibule.

This is to say that guidance and counseling programmes are total school activities; you cannot talk of guidance and counseling when education that is packaging it is in crisis. The other rooms that symbolize family life, citizenship and vocational life are not reachable because of: weaknesses, failures, poor, practical knowledge, unnecessary hindrances, poverty crisis of all sorts, corruption unpatriotic attitudes and sentimentalism of the occupants. Learners must understand a problem, experiment on it before they can differentiate from good and bad. But whereby they entered into environment to acquire what they do not know and left same environment at times, with result(s) more than what they learnt and wrote, they do not see any reason why they should explore other areas like guidance and counseling that would enable them improve upon.

### **Counseling Strategies**

These strategies could assist in bringing guidance and counseling programme closer to students and staff of institutions of learning in Africa.

### **E-Counseling**

This involves counseling interaction through internet between a professional counselor and the counselee who is having or experience one problem or the other. It involves interacting in their email or web-based that is fully secured, such that confidentiality is observed before and after counseling. Myers (2012) describes e-counseling as an electronic version of counseling in which a qualified and experience counselor can work with clients from any distance as long as the clients have access to the internet and they are motivated to engage in counseling.

### **Community counseling**

This is an approach in counseling whereby a professional counselor leads the community members to understand the implications of their behavior toward present and future generations. The need for community counseling is to gear them with skills and techniques on how to solve problems that would temper with their prospects and the future of their wards. To Lewis, Daniels and D'Andrea (2011), community counseling is a comprehensive helping framework that is grounded in multicultural competence and oriented towards social justice. It involves helping communities as they try to bridge the gaps between the lives they are currently living and the lives they seek.

### **Counseling groups**

These are varied groups formed in guidance and counseling in other to resolve problems facing individuals. Counselors within states can form themselves into groups to tackle pertinent issues facing the masses. Members usually focus on prevention, growth and remediation.

**Psycho-educational group.** The primary function of the group is the prevention of social or personal disorders. It conveys educational, vocational and socio-personal information and or examines values – especially those that are not systematically taught in academic courses (Akinade 2015).

**Use of social group pattern strategy.** Social group pattern could be used to develop certain aspects of the learning environment. The essence of using this group pattern is because of their self-less services. They could be used to rehabilitate school plant, roads, teaching and learning facilities, even the learners, parents, staff and the likes. As puts by Akinade, the main agenda of the social group in a school system is to create a sense of selfless service, leadership traits, philanthropic attitude, cooperation,

orderliness and pro-social behavior such groups in this pattern includes. Boys Scout, man o-war, Red Cross, Girls Guide, Young Rotary Club, Town Origin.

**Philanthropic Associations.** Use philanthropic associations to develop guidance and counseling programmes for schools. These are associations that evolve to serve the general society selflessly such as social clubs – Rotary Club. Some individuals in most nations embark on philanthropic activities, the counselor can use family counseling strategy.

### **Family counseling**

This demands the service of an expert counselor to counsel members of the family so as to resolve their problems that are inter-related and affects the existence of conducive relationship negatively with the family members. Goldenberg and Goldenberg (1988) cited in Anyanwu & Ofodile (2012) defines it as the practice of counseling members of the family in situations when an individual's problem is symptomatic of a family problem or indicates a more fundamental problem within the family system.

**Environmental Counseling:** This is an aspect of counseling rendered to individuals or community. It assists them to understand the hazards facing the community and plan out way to manage them to the best or favour of their community members. Such problems or hazards as erosion, oil spillage, gas, planning and so on. Victims are assisted to develop the skills and requisite knowledge on how to approach the issues so as to ensure peaceful resolution with the activating establishment if any.

**Guidance and Counseling on school timetable.** This means including guidance and counseling on the school timetable like every other school subject. Counseling associations of Nigeria is not shifting ground on the agitation of the inclusion.

### **Conclusion**

The essence of guidance and counseling in the school system is to resolve impinging problems to the learner's academic prospects. This can only take place when the school that is packaging the programme is at one to open its package and make it available to those who should take control of the implementation and utilization. Education is going into extinction in Africa. The expected guidance and counseling programme that have all it takes to handle the challenges of education is not in practice in most schools, starting from primary or basic, secondary to tertiary levels of education. This calls for alternative means or strategies of communicating the services of guidance and counseling to the learners and masses. Year in year out, schools keep graduating candidates with excellent results but empty knowledge to defend the rolls of credit grades, graduates who cannot identify their talents nor find

their feet in the labour market, graduates who mismanage the social media but lack reading and effective writing culture. It is believed that possible suggestions can handle most of these problems and others.

### **Suggestions**

Guidance and counseling is an indispensable tool in any society especially in their school system. Thus, guidance is for everyone irrespective of status and otherwise. These suggestions are therefore made:

1. Guidance and counseling should be established in all primary and secondary schools with qualified counselors who go to the classroom to discuss contemporary issues about the learner's education and the society.
2. Intensive campaign on the importance of guidance and counseling to schools and society at large should be carried out in both urban and rural areas with the use of media, community leaders, church and the like.
3. Counselors should group themselves in their residential states or localities to take counseling to homes, families, communities, hospitals, prison yards and so on. Counsel members to identify the problems and proffer solution.
4. Associate with outstanding social group pattern and philanthropic within and outside the school environments communicate the problems facing guidance and counseling in the area, the need for the establishment of units and solicit for their assistants.
5. Visit establishments that are polluting the environment in one way or the other to assist establish counseling units for the schools in the area.
6. Counsel the community members during their youth forum, women forum, community forum, age grades, festival, ceremonies, and the likes to identify their problems.
7. Government should be pested to establish counseling activities with professional counselors to attend to staff.
8. Counseling Association of African nations should have time or space in their dailies, radio and television networks where their activities are discussed professionally.
9. Counseling units to be established in every local government, district, province, zone as the case may be with professional counselors.

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