Deployment of ICT for Implementation of Guidance and Counselling Programme in Nigerian Public Secondary Schools

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Annotation: This paper discussed the challenges militating against effective use of ICT for delivery of guidance and counselling services in Nigerian public secondary schools. The researchers employed the used of secondary data and primary data to provide empirical supports for the various points raised in the paper. The secondary data used for this paper were sourced from both print and online publication. The paper concludes that inadequate funding of guidance and counselling units, inadequate ICT facilities, poor computer literacy of counselors, unstable power supply, high cost of ICT, poor implementation of ICT policies and unstable internet services are the challenges militating against effective use of ICT for delivery of guidance and counseling in Nigerian public secondary schools. In order to solve these challenges, the following were recommended; that the government should increase the funding of public secondary school and directs that more funds should be allocated to the guidance and counselling units across the country. The government should ensure adequate supply of ICT facilities to all public secondary schools and ensure internet services are stable at all public secondary school etc.

Keywords: Counselling, Guidance, ICT, Facilities, public, Problems, Schools

1. Introduction

In Nigeria, Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship. The objectives of Post-Basic Education and Career Development (PBECD) are to: Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic 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 entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The realization of Post-Basic Education and Career Development (PBECD) objectives hinges on the provision of other educational services like the Guidance and counseling services. The National Policy on Education (2013) states that Educational Support Services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system. The goals of educational support services shall be to: Develop, assess and improve educational programmes; enhance

teaching and improve the competence of teachers; provide conducive environment for learning; make learning experiences more meaningful and realistic for children; make education more cost-effective; promote in-service education; enhance access to learning; develop and promote effective use of innovative materials in schools; and promote partnership with Non-Governmental Organisations (NGOs) and International Development Partners (ID Ps) to access resources. To achieve these goals, the following services and facilities shall be provided: Guidance and Counselling: (a) Government shall continue to make provision for the training of teachers in Guidance and Counselling; (b) Establish and equip: Counseling Clinics, Career Resource Centres and information Centres (c) Proprietors of schools shall provide adequate number guidance counselors for their institutions.

Guidance and Counseling programme in the Post-Basic Education and Career Development (PBECD) is designed to provide guidance and counseling services for students in the secondary schools. Collins (2002) observes that guidance and counselling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counselled to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance and counselling is real to them while Okobiah and Okorodudu (2004) submitted that Guidance and counselling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development.

The realization of Guidance and Counseling programme in the Post-Basic Education and Career Development (PBECD) depends on the availability of human and materials resources. Among these materials resources required for the implementation of Guidance and Counseling programme is information communication technologies (ICT).

Information communication technologies (ICT) resources provide opportunities for implementation of school programme and aid effective services deliver in the schools. Okafor (2010), noted that the traditional instructional approaches (Non ICT materials) cannot achieve the goals of teaching at this period of information explosion and globalization. Hence, the need to incorporate Information and Communication Technology (ICT) as an instruction material required in delivery of guidance and counseling services in the secondary schools. Studies by Abdullahi, & Alkali Kolo, (Undated) on assessing the Information Communication Technology (ICT) usage in counselling services concludes that there is generally low use of ICT by counsellors and low level of application of ICT in counselling services by counsellors in Borno and Yobe States. This paper is aimed to discuss challenge militating against effective usage of ICT for service delivery of guidance and counseling in public secondary schools in Nigeria. It have been observed that many public secondary schools Counselors have not fully integrated the ICT into services delivery of guidance and counseling in their respective schools due to many challenges. Professional counsellors in schools are confronted with series of issues and challenges. One of the challenges that every guidance system currently faces is how to deploy ICT by guidance practitioners, particularly in providing services for their clients. This paper intends to discuss the

2. Concept of Guidance and Counseling Programme and ICT

Oye, Obi ,Mohd, & Bernice (2012a) cited Olayinka (1975) who submitted that guidance is a programme that provides service to individual students based upon their needs and understanding of their immediate environment factor have on the students and the unique features of each school. Guidance and counseling can also be as the process and techniques used by a counselor to assist individual to cope with the problems in the areas of his/her life, so that he/she can become useful and contribute to the society in which he lives. One can assert that guidance and counseling is a process developmental in natures by which an individual is assisted to understand, accept and utilize his/her abilities aptitudes interest and attitudinal patterns in relation to his/her aspiration.

The importance of guidance and counseling programme in secondary schools, include bringing to the students an increased understanding of the educational, vocational and social information needed to make wise choices (Oye, Obi ,Mohd, & Bernice 2012a). Oye, Obi ,Mohd, & Bernice (2012a) pointed out that one of the areas in the various services being provided by the school is guidance services or the school counseling services. Through the implementation of the school guidance program various goals and objectives of developing and honing young children to become good and productive citizens of the country could be attained. Through the efficient and effective use of ICT, school counselors are in a better position to provide administrators, teachers, parents, and students the appropriate

timely information needed to help all students to set ambitious goals and to realize their goals. Oye, Obi ,Mohd, & Bernice (2012a) submitted that in any school setting the roles of the guidance counselor include the following:-

a. Taking charge of establishing school guidance programme.

b. Coordinating the guidance programme in schools

c. Define objectives of the school guidance programme for the benefit of the principals, teachers parents and the students.

d. Helping to disseminate career information of the students

e. Playing major role in the identification of the guidance needs of the students.

f. Supervising the building and maintenance of students' cumulative records in schools.

g. Providing relevant data for the placement of students in the transition from junior to senior secondary schools.

h. Assisting parents in relating student's interest, attitudes and abilities to current future educational, occupational opportunities and requirement.

i. Providing counseling service to the students regarding their educational, vocational and personal social concern.

j. Assisting students and parents to understand procedures for applying to higher institutions and for financing student' education.

k. Functioning as a resource person to teach in exhibited classroom.

Guidance and counselling programme is an important school programme that need to be fully integrated with informational communication technologies to aid it implementation and the achievement of its goals. Informational communication technologies is a powerful resources that is transforming the educational system positively. Information communication technology that have been described by UNESCO (2005), as the combination of all the computers, telecommunication, and media technologies. They are also electronic technologies used for accessing, processing, gathering, manipulating, and presenting or communicating information in the education system. Information Communication Technology (ICT) facilities use in educational institutions include hardware, software, networks, and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images, etc.) as well as related services while Akinwumi & Jayeoba (2004) sees Information and Communication Technology (ICT) as electronic media, devices, and applications used in the classroom to aid effective teaching and learning processes. All such materials, media, and devices provided by ICT which appeal to all the senses and feeling and learning constitute teaching and learning materials. ICT is defined by Ayannuga (2009) as the marriage that exit between computer system and communication which can be described as the use of computer-based technology and internet to make information and communication services available to a greater number of users. Alagher (2008) outlined ICT facilities to include:

a. Computers with appropriate software

b. Communications systems such as mobile phone, land phones, telecom, telex, facsimile, internet, e-mail, fax video text, documents delivery, etc.

c. Technologically oriented audio and audio-visual materials, microwave systems like radio programmes, recorded cassettes, tele-lectures, television programmes, video tapes and sound motion pictures;

d. Reprographics systems (micro graphic, electronic copies, word processing, etc) while   Nwachukwu (2008), listed 'ICT facilities as including; radio programmes, recorded cassettes, tele-lectures, phonographic records, television programmes, video tapes, sound motion pictures, broadcast materials / CD-Rom, micro-computers, E-mail, video conferencing, internet-based research, etc'.

The application of these ICT facilities for school administration and management is to ensure effective service delivery in schools. Ogunode (2021) cited Mike (2019) observed that in teaching, learning and services delivery in schools, ICT tools which are integral part of the required educational media could play vital role in creating such a conducive learning environment and facilitating effective teaching, learning and educational service delivery. ICT is made up of technological devices which helps in transforming the process and method of teaching and learning including school administration and practice which are key issues in our guest for quality service delivery in education. Just as in other educational media, ICT is an electronic medium through which the contents of the lesson could be communicate effectively to the learners. ICT tools is designed to provide a wide ranged / varieties of options on whatever materials to

be used in teaching, learning and delivery of educational services. Information and Communication Technology (ICT) offers a range of powerful tools to help teachers, school administrators and Counsellor to deliver lessons, carry out administrative functions and to provide guidance and counseling services and to realize the objective of the schools. Information and Communication Technology (ICT) provides fast means of communication feedback to teachers, school administrators and counsellors to send messages to their students and received reply. Information and Communication Technology (ICT) helps schools carry out academic services fast. ICT tools are veritable and indispensable materials required in the delivery counseling services, teaching and learning.

Mustapha, Abdullahi, & Alkali Kolo, (Undated) observes that ICT potential is considerable for supporting counsellors in their counselling services. ICT counselling is a useful approach that will help the counsellor and the clients. The process of providing counselling services on the internet. This could be by e-mail, chat, video or even internet phone, clients living in remote or isolated areas, due to whatever reason insecurity, distance learning programme or still schooling. Who want to gain from the counsellor would benefit from ICT counselling (Mustapha, Abdullahi, & Alkali Kolo, Undated, Attride, 2004). However, the integration of technology into the school curriculum continues to be a complex and challenging process because the seamless integration of computers in teaching and learning has yet to be achieved (Mustapha, Abdullahi, & Alkali Kolo, Undated; Kozma & Anderson, 2002).

Mustapha, Abdullahi, & Alkali Kolo, (Undated) submitted that Counsellor's role in the integration of computers in schools especially in counselling service is obviously very important. Cuban (2000) observed that every educational reform effort should take into consideration counsellors' knowledge and skills in using ICT for counselling services. Successful integration of ICT in education system especially in counselling services depends largely on the availability, competence and the attitude of counsellors towards the role of modern technologies in counselling services.

Mike (2019) opines that a guidance practitioner use ICT for vocational guidance interview in a face-to-face relationship. Guidance practitioner uses e-mail to deliver information or advice, do his/her verbal and nonverbal communication competences (i.e. language, tone, gestures) automatically translate into writing skills. Informational communication technologies are used in placement services, appraisal Service, referral service, evaluation service, orientation service, counselling Service, information service, follow-up service. Obi, Oye, Mohd, & Bernice (2012) and BECTA, (2001) observes that ICTs are revolutionizing Career Education and Guidance (CEG) by providing new ways of exploring career options through video, graphics, and sound. Many CD-ROM titles and specific web sites dedicated to the following aspects of CEG are now available: information databases, self-evaluation aids, decision-making aids, work simulations and games, psychometric tests and checklists, self-presentation aids, and career resources. Also Obi, Oye, Mohd, & Bernice (2012) and BECTA, (2001) submitted that ICT support to career education and guidance includes: Storing large amounts of information in a range of formats; Searching for and retrieving information quickly and accurately; Matching information to individual preferences; Printing out information in a personalized form; Simulating work environment; Updating information quickly and Providing a mechanism for sharing and communicating information (Obi, Oye, Mohd, & Bernice 2012; BECTA, 2001a, p. 1).

3. Challenges of Using ICT for Delivery of Guidance and Counselling Services

There are many challenges militating against effective use of ICT for delivery of guidance and counselling services in public secondary schools. Some of these challenges include; inadequate funding of guidance and counselling units, inadequate ICT facilities, poor computer literacy of counselors, unstable power supply, high cost of ICT, poor implementation of ICT policies, unstable internet services

3.1 Inadequate funding of Guidance and Counseling Units

Inadequate funding of guidance and counselling units of public secondary school across the country is responsible for inadequate ICT facilities in the various guidance and counselling units. guidance and counselling units gets its funding allocated for the administration of the schools which have been described by Ogunode (2021) as inadequate for the implementation of secondary school programme and administration. Ohunene, Audu, & Ogunode (2021) submitted that funding is key for the implementation of guidance and counselling services in educational institutions. Adequate funding of guidance and counseling services in the educational institutions is the only means to the realization of guidance and counselling services objective and programme. Funds are needed for the procurement of human and materials resources for the smooth implementation of guidance and counseling services in schools. It is unfortunate that guidance and counseling programme is underfunded in public educational institutions in Nigeria. Osakwe (2012) observed that the current level of funding in Nigeria with reduced budgetary allocation to the education sector is a major constraint in the provision of ICT equipment (computers and accessories, software packages and maintenance). Olatunde-Aiyedun and Ogunode (2021) opines that inadequate funding is a major challenge that has negatively affected many areas of education in Nigeria. Areas it has affected include funding of ICT projects, training and

retraining of teachers, provision of technological infrastructure, development and maintenance of software packages and electricity. Jegede & Abashi (2019) observed that funding is the key to the successful implementation of ICT programs in the educational institution. The budgetary allocation for the implementation of computer education is inadequate in the basic schools and this is affecting the utilization of ICT facilities in the basics schools. To run or operate a computer system needs a lot of financial resources. School administrators of basic schools are not provided with adequate funds to manage the various ICF infrastructural under their cares.

3.2 Inadequate ICT facilities

Many guidance and counselling unit in public secondary schools do not have adequate ICT facilities to aid delivery of Guidance and Counseling services in the various schools. ICT facilities like laptop, computer sets, are supposed to be in the guidance and counselling units for implementing Guidance and Counselling programme but it is unfortunate that many Guidance and Counselling units do not have theses ICT facilities. Ola (2015), submitted that lack of ICT facilities in Guidance and Counseling offices and rooms are preventing Counsellors from adopting ICT for effectively discharging their functions. Isyaku (2016) cited Farouk (2005), who conducted a research on the topic "implementation of computer education programme in Kano science and technical colleges". Findings revealed that there was shortage of computer facilities, funds is not available for the maintenance of computers and procurements of new ones. There are few text books found in the school libraries and the data clearly shows the programme started without adequate and relevant text books in computer education. Another study by Abdul-Salaam (2012), indicated that computer resources were not promptly accessible by the students from the institutions covered by his research. In addition, the study demonstrates that the vast majority of Nigerian secondary schools are not associated with the web. Those with PCs don't have the important instructive programming required by their students in general cases. What's more, the PC accessible in these schools can't cater to the needs of the huge populace of learners in the affected institutions. A few institutions with web availability were also disconnected as they cannot afford to pay their access fee (Abubakar, 2016). Also, a study by Abubakar (2016), on the students` general opinions on the availability and usage of ICT facilities in their schools showed that scanners, computers, photocopying machines are readily available and are being used considerably both in the classes and offices and at the same time students are allowed access to the computer rooms or labs. On the other hand, the use of digital devices, fax machines, and CBT during exams is very rare with the highest mean value of 2.03 and the SD of 0.78. The use of smart boards and internet connection is reported to be absent completely in virtually all of the schools with the highest mean value of 1.45 and the SD of 0.60 respectively**.** Ogunode, Okwelogu, & Yahaya, (2021)**,** identified inadequate funding, poor implementation of ICT policies, corruption, poor maintenance culture, poor forecasting, lack of data and high cost of ICT facilities were identified as the factors responsible for inadequate information communication technology(s) in the Nigerian public universities. They also identified the effects of inadequate information communication technology(s) in the Nigerian public universities include poor implementation of teaching programme, research programme, learning programme and slowing down of school administration.

3.3 Poor Computer Literacy of Counselors

Poor computer literacy of many Counsellors in Nigerian public secondary schools is affecting the usage of ICT for the implementation of guidance and counselling services in public secondary schools. The usage of ICT for Guidance and Counseling services depends on the ICT knowledge and skills of Counsellors. Counsellor must be ICT inclined to be able to effectively use ICT for delivery of Guidance and Counseling services in the schools. Ola (2015) observed that many Counsellors working in public schools are not computer literate. The poor computer literacy of the Counsellors is affecting the application ICT delivery of Guidance and Counseling services. Nworgu and Oyim in Okafor (2010), observed that substantial number of our secondary school still lack teachers with ICT skills required for ICT application in the classrooms and lacks ICT resources / facilities. Study by Abubakar (2016), revealed that teachers demonstrate a low level of competence with the maximum Mean value of 1.78 in using projectors, digital video/audio devices, Microsoft PowerPoint, the use of tape recorders for oral teaching and using smart/whiteboard. Abdul-Salaam (2012), did a study in Oyo state, Nigeria and revealed out that more than half of the teachers cannot start a computer, only about 15% can work with MS word and less than 10% can use MS Excel, MS access, browse the internet and use the computer to teach in class. Solomon (2014), carries out a research on the topic "Factors Militating against the Implementation of Computer Education in Secondary Schools in Ondo State South West Nigeria". The major objectives of the study include: To examine availability of computer resources in the schools, availability of man power to teach the subject in schools and the attitude of the school community towards the teaching and learning of computers in schools. The findings of the research revealed that; the majority of the school have no computer accessories in their laboratory and those with computers are not functioning well and not even adequate, there were no enough teachers to teach computers, and the teachers were qualified and not willing to teach computers as a subject in schools-because of their illiteracy of using computer education implementation in schools.

3.4   Unstable Power Supply

Another factor preventing the effective use of ICT for delivery of guidance and counselling services in Nigerian secondary schools is the high cost of ICT facilities. ICT facilities for delivering of lessons and for personal learning are very expensive. Teachers and school administrators are skeptical about the challenges facing the integration of ICTs in the teaching-learning process. These include; poor electric power supply, lack of knowledgeable ICT support personnel, the inadequacy of trained teachers in the field of ICT, lack of funds, high cost of ICT equipment, materials and accessories, government's payment to support the implementation of ICT policies, inadequate telephone services, lack of proper maintenance of the broken-down equipment and facilities and shortage of ICT facilities. Modebelu (2011) submitted that the application of ICT tools towards teaching and learning ranges from the inability of schools to afford them, unreliable power supply, teachers / students not being exposed to them, poor management policy, lack of infrastructural security, health hazard natures of the gadgets, to the suggestion that ICT is only good for the younger generation. Okeke and Modebelu (2011) studied the challenges in the application of ICT by Administrators in secondary schools in Anambra state. Their findings revealed that inadequate power supply, short supply of ICT tools, under use of few available tools, lack of experts, poor security for the scare equipment, etc, are challenges confronting the proper application of ICT tool in both administration and teaching-learning processes.

3.5   High Cost of ICT

The high cost of ICT facilities make it impossible for many school administrators to buy ICT facilities for guidance and counselling units in their schools. Many Guidance and Counseling units are not having ICT facilities to aid guidance and counselling services delivery because of the high cost of the facilities. Ola (2015) concluded that many schools are not using ICT facilities because of high cost. Ajisafe (2014) did a study in colleges of education in Nigeria identified some constraints to the effective utilization of ICT in classroom instructional delivery and the constraints include; high cost of acquisition of ICT facilities, shortage of qualified staff and disruption and network failure. Ogunode, Okwelogu, eta'l (2021) observes that high cost of ICT facilities is another problem that prevented many Post-Basic Education and Career Development (PBECD) in Nigeria no to switch to virtual learning. Many of the Post-Basic Education and Career Development (PBECD) in Nigeria are underfunded and this affecting their purchasing power to procure ICT facilities in their various schools. Cost has been reported as one of the factors which influence provision and use of ICT services (Okwelogu, eta'l, 2021; Jegede & Abashi 2019). The cost of computers is too high for many to afford. Monthly Internet rates are exorbitant and the charges for satellite television are unaffordable for most people in Africa. This has made it difficult for Nigerian secondary schools to acquire and install ICT facilities for the use of teachers and students. Ogunode, Okwelogu, eta'l, (2021); Okwelogu, eta'l,(2021) and Alesinloye (2006) reported in his survey that, cost of obtaining a computer, weak infrastructure, lack of skills, lack of relevant software, and limited access to the internet are the factors impeding the successful use of Information and Communication Technology in Nigerian education. This is rightly observed, presently, the nation has only crude oil as her major exporting goods, while machinery like cars, computers, and the likes are the country major importing goods. Unfortunately, this is a great discouragement to the adoption of computer in the country.

3.6   Poor Implementation of ICT Policies

Poor implementation of ICT policies in the public secondary schools in Nigeria is another problem hindering the counsellors from adopting ICT fully in implementing the guidance and counselling programme in secondary schools. Ogunode, Jegede, & Musa, (2020) and Ogunode, Garba,.Ajape (2021) submitted that Nigerian is blessed with many sound educational policies in all aspects of education but the problem is the implementation. The Nigerian government finds it difficult to fully implement educational policies designed and formulated for the development of education in the country. There are many educational policies such as ICT policies. The Nigerian government in order to develop the ICT in all the Nigerian educational systems added ICT policy to the National Education policies for education. The policy states that the federal Government shall integrate ICT into education in Nigerian schools. Aboderin and Solomon (2014) investigate the factors militating against the implementation of computer education in secondary schools in Ondo State South West, Nigeria. The study investigates availability of computer resources in the schools, the budgetary and funding of computer education in schools, availability of trained manpower in teaching computer education in schools, the attitude of the school community towards the teaching and learning of computers in schools, adequacy of time for computer lessons on the timetable and Remedies to ensure computer education is fully implemented in schools. The study revealed that budgetary and funding constraints militating against computer education in schools; there is lack of trained manpower in teaching computer education in schools; the school community show positive attitude towards the teaching and learning of computers in schools; there is no adequacy of time for the computer lessons on the timetable.

3.7   Unstable Internet Services

Unstable or poor internet services is another problem preventing Counsellors from using ICT facilities effectively for the implementation of guidance and counselling programme in the public secondary schools across the federation. Ogunode, Jegede, & Musa, (2020) observes that in Nigeria, there are problems with internet service provision. The administration of ICT infrastructural facilities in a secondary school in Nigeria is also been frustrated due to poor network services. Ogunode, Hammadu. Ahmed, & Ojo, (2021); Ogunode & Jegede (2020) and Ogunode, Babayo, Jegede & Abubakar (2020) pointed out that the quality and state of internet services in the majority of Nigerian cities and communities is very poor due to the poor quality of ICT infrastructural facilities available in the country. The majority of internet service providers in Nigeria are private and many of them do not have adequate capital to invest in quality ICT infrastructural facilities that will guarantee quality and stable internet services for Nigerian consumers. Generally, the internet services in Nigeria is not stable and is affecting the higher institutions especially the universities that depend on ICT to carry out the majority of their functions and program which include teaching, researching, and other academic services. Kwacha (2007) in his study observed that the most common problems associated with the effective implementation of ICT are inconsistent electric power supply, lack of qualified ICT personnel, cost of equipment, management attitudes, inadequate telephone lines, particularly in rural areas, and non inclusion of ICT programs in teachers' training curricula and at the basic levels of education. Adomi and Kpangan (2010) discovered in his research that the low rate of ICT adoption and application in Nigeria secondary schools is attributable to several factors which includes limited/poor information infrastructure, lack of/inadequate ICT facilities in schools, frequent electricity interruption, poor ICT policy/project implementation strategy, Inadequate ICT in the schools, High cost of ICT facilities/components, limited school budget, lack of/limited ICT skills among teachers and administrators, inadequate educational software, poor management on the parts of school administrators and government, lack of maintenance culture and lack of interest in ICT application/use on the part of students.

4. Way Forward

The following are put forward as recommendations:

(i) The government should increase the funding of public secondary school and directs that more funds should be allocated to the guidance and counseling units across the country.

(ii) The government should ensure adequate supply of ICT facilities to all public secondary school.

(iii) The government should ensure counsellors are constantly trained and retrained on ICT to enable them carry out the functions with ICF facilities in the various public secondary schools.

(iv) The government should subsidize ICT facilities for counsellors working in public secondary schools.

(v) The government should ensure private companies providing internet services provides stable and quality internet services to aid fast and reliable service used.

(vi). The government should provide stable electricity and ensure provision of cost effective and sustainable alternative power supply.

Conclusion

Guidance and counselling programme is one of the programme offer in the Nigerian public secondary schools. The programme required information communication and technologies to effectively delivery its' mandate and realize it objectives. It is unfortunate that there are challenges militating against the deployment of ICT for the delivery of guidance and counselling services in various public secondary schools across the country. This paper examined challenges militating against effective use of ICT for delivery of guidance and counselling services in Nigerian public secondary schools. Inadequate funding of guidance and counselling units, inadequate ICT facilities, poor computer literacy of counselors, unstable power supply, high cost of ICT, poor implementation of ICT policies and unstable internet services were identified as the challenges militating against effective use of ICT for delivery of guidance and counselling in Nigerian public secondary schools. In order to address these challenges, the following were recommended; that the government should increase the funding of public secondary school and directs that more funds should be allocated to the guidance and counselling units across the country, government should ensure adequate supply of ICT facilities to all public secondary school. The government should ensure counsellors are constantly trained and retrained on ICT to enable them carry out the functions with ICF facilities in the various public secondary schools.etc.

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