INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)

GLOBAL ACADEMIC EXCELLENCE

STRATEGIC APPROACHES FOR REENGINEERING GUIDANCE AND COUNSELLING SERVICES IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

Egenti Uju Patricia[1*]

[1] Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Anambra State.
Email: favouruju4real@yahoo.com, up.egenti@coou.edu.ng

[*] Corresponding Author

Article Info:

Abstract:

This study was carried out to identify strategic approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. A descriptive survey research design was adopted in carrying out the study. The sample for the study was 255 respondents made up of guidance counsellors and secondary school managers in the area of the study. The instrument for data collection was a structured close-ended questionnaire titled: "Strategic Approaches for Reengineering Guidance and Counselling Services Questionnaire (SARGCSQ)". The instrument was validated by three experts while the reliability was ascertained using the Cronbach Alpha reliability method which yielded a coefficient of 0.88. Two hundred and fifty-five (255) copies of the questionnaire were administered to the respondents out of which 243 copies were completely filled and retrieved. Data collected were analysed using mean and standard deviation to answer the research questions and t-test statistics were used to test the null hypotheses at a 0.05 level of significance. The researcher in the study identified 10 capacity building approaches, 8 fund-related approaches and 10 programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State. Findings indicated that there are no significant (p<0.05) differences in the mean ratings of the responses of guidance counsellors and school management on fund-related approaches and programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Although, there was a significant (p<0.05) difference in the mean ratings of the responses of guidance counsellors and school management on capacity building approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Based on the findings, the study among others recommended that there should be constant capacity building of

guidance counsellors through in-service training and retraining, relevant conferences, and workshops for improved efficiency in service delivery.

Introduction

The academic and moral quality of secondary school leavers to a great extent depends on the effectiveness of teaching, learning and guidance and counselling services at secondary schools. Secondary school generally begins at about the age of 10 to 11 years and continues for about the next six (6) years (Brickman, 2009). It is considered as a crucial stage of education for preparing individuals, especially youth for both personal and national development. Udoh-Uwah (2015) described secondary school as the intermediate level of education which is an inevitable bridge between the primary school and higher institution. It is the form of education immediately after elementary or primary school education. The significance of secondary school education cannot be overemphasized because of the roles it plays in future educational pursuit of individuals. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level (Ige, 2013). As contained in the national policy on education, the Federal Republic of Nigeria (2014) stated that secondary school education prepares the individuals for useful living within the society and for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for relevant occupation and future career interest of students hence; making guidance and counselling very essential component of secondary school education.

Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared towards assisting individual to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choice on their career. Guidance and counselling according to Ebizie, Enajedu and Egenti (2016) is that area of the schools provision that is specifically directed towards helping pupils realize their full potential in preparing for adult and working life. Birichi and Rukunga (2009) viewed guidance and counselling as a practice that had been in existence for a long time and had been passed on from one generation to another. Akinade (2012) noted that guidance and counselling is a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. There are three major components of guidance and counselling; these are educational guidance, vocational guidance and personal social guidance (UNESCO, 2000). Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral and follow-up. Each of these major components of guidance and counselling along with their services address students need, challenges and problems.

The goal of guidance and counselling services is to enable students to derive optimal educational benefits so as to actualize his/her potentials. Hence, Salgong, Ngumi and Chege

(2016) noted that guidance and counselling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Ajowi and Simatwa (2010) shared that the main goal of guidance and counselling is to help students or clients understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles. Education has a responsibility of developing unique qualities of each individual. The individual student therefore has the opportunity to enlarge special interest, abilities and talents. The secondary school students need a lot of information on their career choice to enable them to perform better in the world of work and future career endeavour. But unfortunately, the weak guidance and counselling services in public secondary schools is a major setback in the achievement of stated objectives of guidance and counselling. To address the abnormality, there is need for strategic approaches for reengineering guidance and counselling services in secondary schools.

Strategy is a plan of action designed to achieve a particular goal or stated objective. It is an important approach that can be adopted to advance solution to any area of difficulties and stress in organizations, groups and among family members (Pandey & Srivastava, 2000). Strategy according to Ekele (2015) is a course of action including the specification of resources required to achieve a specific objective, a planned course of action undertaken to achieve the goals and objectives of an organization. This is because, strategy connotes the process by which objectives of an organization or institution are consciously and systematically pursued and obtained over time. Robinson (2014) viewed strategy as a long-term plan for success or development. Ekele (2015) further observed that strategy is an important feature that can be adopted to promote the effectiveness and attempt to bring solution to any area of difficulties in organizational or institutional management. UNESCO (2003) identified major areas of strategic approaches in quality guidance and counselling to include: capacity building of personnel, programme review and improved funding.

Capacity building is a long-term continuous action of progress that involves all stakeholders in development process. In the opinion of Olaitan, Alaribe and Nwobu (2009), capacity-building refers to efforts geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently. Capacity-building as described in the report of United Nations Development Programme {UNDP} (2011), is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform better. Another very important factor for ensuring quality in secondary school education system is adequate funding. Funding is the quality of financial resources appropriated and disbursed for acquisition of materials, management of day to day affairs of human and material resources towards achievement of the stated aims and objectives. Programme or curriculum review serves a guide for schools to inculcate in the learners the desired knowledge, skills and attitudes considered accepted by the society as related from world of work. Intermittent review of the curriculum to reflect changing realities of the modern world makes it prominent to the needs of the society (Oliver, 2005). Thus, through programme review, essential societal values are translated by the educational institutions into tangible and memorable attestation. Every society has its own peculiar conception of how the programme of instruction should be designed and the goals it should

aimed at (Okundayo, 2003), which must be based on immediate needs of the society. Considering the obvious situation of guidance and counselling services in Nigerian public secondary schools, Anambra state inclusive this study was carried out to examine strategic approaches for reengineering guidance and counselling services in public secondary schools using Anambra State, Nigeria as case study.

Purpose of the Study

The broad purpose of the study was to examine the strategic approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Specifically, the study identified:

1. Capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools in Anambra State.
2. Fund-related approaches for reengineering guidance and counselling services in public secondary schools in Anambra State.
3. Programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State.

Research Questions

The following three research questions were answered in line with the three specific purposes of the study:

1. What are capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools in Anambra State?
2. What are fund-related approaches for reengineering guidance and counselling services in public secondary schools in Anambra State?
3. What are programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State?

Research Hypotheses

i. There is no significant difference in the mean ratings of guidance counsellors and school management on capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools.

ii. There is no significant difference in the mean ratings of guidance counsellors and school management on fund-related approaches for reengineering guidance and counselling services in public secondary schools.

iii. There is no significant difference in the mean ratings of guidance counsellors and school management on programme review approaches for reengineering guidance and counselling services in public secondary schools.

Methodology

The study investigated strategic approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Three research questions were answered while three null hypotheses were tested by the study. The study adopted descriptive survey research design. Nworgu (2006) defined descriptive survey research design as the one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be the representative of the entire group. In survey research design, the researchers obtain vital information and facts about people, their beliefs, opinions, attitudes and behaviours (Osuala, 2005). Hence, descriptive survey design was found

appropriate for this study because structured questionnaire was used to collect data from the respondents (guidance counsellors and secondary school management) to answer the research questions. Hence, copies of structured questionnaire were administered to respondents for data collection for the study.

The study area, Anambra State is divided into six education zones (Umezinwa and Ngozi, 2018). These include: Awka, Aguata, Nnewi, Otuocha, Ogidi and Onitsha education zones. The samples for the study were selected using multistage random sampling. Firstly, random sampling technique was used to select two education zones (Awka and Otuocha) for the study. The second stage involved sampling of two Local Government Areas (LGAs) from each of the education zones making four LGAs for the study. At the third stage, all public secondary schools in the four Local Government Areas were involved in the study. The fourth stage of the sampling involved selection of 91 guidance counsellors and 164 school management (principals and vice principals) in 82 secondary schools in the two selected zones making a total of 255 respondents for the study.

The instrument for data collection for the study was a structured close-ended questionnaire titled: "Strategic Approaches for Reengineering Guidance and Counselling Services Questionnaire (SARGCSQ)". The questionnaire was divided into four sections. Section A was structured to obtain personal information of the respondents. Sections B, C and D were structured to obtain data on research questions 1, 2 and 3 for the study. The response options for research questions 1, 2 and 3 were structured on a 4-point rating scale of: Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with corresponding values 4, 3, 2, and 1 respectively. The instrument was validated by three experts which include two guidance counsellors from Delta State University, Abraka and one from Federal College of Education Technical Asaba, Delta State. To ascertain the reliability of the research instrument, 20 copies of the validated instrument were trial-tested on 10 guidance counsellors and 10 secondary school management in public secondary schools in Onitsha education zone of Anambra State since it is outside the coverage of the study. The data collected for the trial testing were analysed using Cronbach Alpha reliability method which yielded a coefficient of 0.883. This implied that the instrument is about 88% reliable for collecting data for the study.

The data for the study were collected with the help of four research assistants with each manning data collection in each of the four Local Government Areas used for the study. The researcher coordinated the data collection activities of the research assistants. Two hundred and fifty five (255) copies of the questionnaire were administered on the respondents out of which 243 copies were completely filled and retrieved, representing 95.3% return rate. Data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. In taking decision on the research questions, cut-off point of 2.50 was used on 4-point rating scale which was computed thus:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50 \ (Cut - off \ point).$$

Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "Agreed" while items with mean values less than 2.50 were interpreted as

"Disagreed". On the null hypotheses tested, the hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was to be rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

Results

Research Question One
What are capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools in Anambra State?

The data for answering research question one are presented in Table 1 below:

Table 1: Mean Ratings On Capacity Building Approaches Of Guidance Counsellors For Reengineering Guidance And Counselling Services In Public Sec. Schools (N= 243)

SN	Capacity Building Approaches For Guidance Counsellors:	$\overline{X}$	SD	Rmks
1	Recruiting professional guidance and counselling graduates for guidance and counselling instructions.	3.62	0.68	**Agreed**
2	Training and retraining of guidance counsellors for improved competencies in subject matter.	3.75	0.55	**Agreed**
3	Sponsoring guidance counsellors for frequent workshops and conferences to build their capacity.	3.50	0.79	**Agreed**
4	Approving further studies in local and foreign institutions for guidance counsellors with pay.	3.31	0.84	**Agreed**
5	Adequate provision of good and comfortable office accommodation to guidance counsellors.	3.62	0.78	**Agreed**
6	Provision of ICT gadgets to guidance counsellors to improve their efficiency on the job.	3.69	0.68	**Agreed**
7	Organizing constant ICT skill update for guidance counsellors in secondary schools.	3.32	0.68	**Agreed**
8	Improved welfare packages for guidance counsellors for enhanced occupational efficiency.	3.43	0.80	**Agreed**
9	Provision of update and new advance textbooks for use by guidance counsellors.	3.69	0.57	**Agreed**
10	Effective monitoring and supervision of guidance and counselling programme and teachers for quality assurance.	3.44	0.61	**Agreed**
	Pooled Mean	**3.54**	**0.70**	**Agreed**

Note*: $\overline{X}$ = Mean; **SD** = Standard Deviation; **n** = Number of Respondents.*

The mean ratings of the responses of the respondents in Table 1 ranged from 3.31 to 3.75 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 items in the table are regarded by the respondents as capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools in Anambra State.

Research Question Two

What are fund-related approaches for reengineering guidance and counselling services in public secondary schools in Anambra State?

The data for answering research question two are presented in Table 2 below:

Table 2: Mean Ratings On Fund-Related Approaches For Reengineering Guidance And Counselling Services In Public Secondary Schools (N= 243)

SN	Fund-Related Approaches For Reengineering G And G Are:	$\overline{X}$	SD	Rmks
1	Guidance and counselling programme should be adequately funded for quality assurance.	3.51	0.82	**Agreed**
2	School management school should seek for alternative forces of fund for realization of objectives of guidance and counselling.	3.61	0.87	**Agreed**
3	Ensure judicious spending of available funds and accountability in guidance and counselling.	3.77	0.73	**Agreed**
4	Provision of relevant financial incentives to guidance counsellors for motivation and quality service.	3.43	0.70	**Agreed**
5	Professional development of guidance counsellors should be adequately funded by government.	3.32	0.76	**Agreed**
6	Monthly impress should be timely released for effective running guidance and counselling unit of the school.	3.69	0.63	**Agreed**
7	Provision of intervention fund for upgrading and replacing technologies in guidance and counselling unit.	3.51	0.85	**Agreed**
8	Adequate funding and stocking of guidance and counselling section of school library with modern instructional materials.	3.61	0.86	**Agreed**
	Pooled Mean	**3.56**	**0.78**	**Agreed**

Note: $\overline{X}$ = Mean; **SD** = Standard Deviation; **n** = Number of Respondents.

The mean ratings of the responses of the respondents in Table 2 ranged from 3.32 to 3.77 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This suggests that the 8 identified items in the table are regarded by the respondents as fund-related approaches for reengineering guidance and counselling services in public secondary schools in Anambra State.

Research Question Three

What are programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State?

The data for answering research question three are presented in Table 3 below:

Table 3: Mean Ratings On Programme Review Approaches For Reengineering Guidance And Counselling Services In Public Secondary Schools (N= 243).

SN	Programme Review Approaches For Reengineering G & C Are:	$\overline{X}$	SD	Rmks
1	Integrate the use of ICTs and mobile learning as channels of communication and instructional delivery.	3.57	0.85	**Agreed**
2	Identify and integrate findings of guidance and counselling studies skills into the curriculum of guidance and counselling.	3.43	0.78	**Agreed**
3	Employ curriculum experts and relevant stakeholders in curriculum review and development in guidance and counselling.	3.62	0.78	**Agreed**
4	Allocate more time to school guidance counsellors for effective and quality interactions with students.	3.76	0.57	**Agreed**
5	Adopt the use of innovative strategies by guidance counsellors for interacting with students with special need.	3.58	0.79	**Agreed**
6	Adopt the use of various modern and ICTs gadgets for guidance counsellors in interacting with students in the school.	3.54	0.82	**Agreed**
7	Carry out survey on the areas of skill improvement need of guidance counsellors for curriculum review.	3.68	0.78	**Agreed**
8	Retooling guidance and counselling units in secondary schools to replicate modern world of work environment.	3.75	0.45	**Agreed**
9	Encourage computer-based guidance and counselling instructional guidance in secondary schools.	3.45	0.78	**Agreed**
10	Review of guidance and counselling curriculum to reflect current career interest and behavioural realities among students.	3.30	0.88	**Agreed**
	Pooled Mean	**3.57**	**0.73**	**Agreed**

Note: $\overline{X}$ = Mean; **SD** = Standard Deviation; **n** = Number of Respondents.

The mean ratings of the responses of the respondents in Table 3 ranged from 3.30 to 3.76 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 identified items in the table are regarded by the respondents as programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State.

Testing of Hypotheses

Hypothesis One

There is no significant difference in the mean ratings of guidance counsellors and school management on capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools.

The data for testing hypothesis one are presented in Table 4 below:

Table 4: The T-Test Statistics Of No Significant Difference In The Mean Ratings Of Guidance Counsellors And School Management On Capacity Building Approaches Of Guidance Counsellors For Reengineering Guidance And Counselling Services

Variables	N	$\overline{X}$	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Guidance Counsellors	88	3.66	0.57						
				241	0.048	2.03	1.96	0.05	**S***
School Management	155	3.42	0.63						

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 4 revealed that the t-calculated (t-cal) value of 2.03 is greater than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This indicated that there was significant ($p<0.05$) difference in the mean ratings of the responses of guidance counsellors and school management on capacity building approaches of guidance counsellors for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Therefore, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of guidance counsellors and school management is rejected for hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of guidance counsellors and school management on fund-related approaches for reengineering guidance and counselling services in public secondary schools.

The data for testing hypothesis two are presented in Table 5 below:

Table 5: The T-Test Statistics Of No Significant Difference In The Mean Ratings Of Guidance Counsellors & School Management On Fund-Related Approaches For Reengineering Guidance And Counselling Services In Public Secondary Schools

Variables	N	$\overline{X}$	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Guidance Counsellors	88	3.55	0.71						
				241	0.023	0.18	1.96	0.05	**NS**
School Management	155	3.57	0.74						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 5 showed that the t-calculated (t-cal) value of 0.18 is less than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This indicated that there was no significant (p<0.05) difference in the mean ratings of the responses of guidance counsellors and school management on fund-related approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Therefore, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the responses of guidance counsellors and school management is accepted on hypothesis two.

Hypothesis Three
There is no significant difference in the mean ratings of guidance counsellors and school management on programme review approaches for reengineering guidance and counselling services in public secondary schools.

The data for testing hypothesis three are presented in Table 6 below:

Table 6: The T-Test Statistics Of No Significant Difference In The Mean Ratings Of Guidance Counsellors And School Management On Programme Review Approaches For Reengineering Guidance And Counselling Services In Public Secondary Schools

Variables	N	$\overline{\text{X}}$	SD	DF	Std. Error	t- Cal	t- Critical	Level of Sig.	Rmks
Guidance Counsellors	88	3.59	0.68						
				241	0.028	0.34	1.96	0.05	NS
School Management	155	3.55	0.70						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 6 revealed that the t-calculated (t-cal) value of 0.34 is less than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This implied that there was no significant (p<0.05) difference in the mean ratings of the responses of guidance counsellors and school management on programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Hence, the null hypothesis of no significant (p<0.05) difference in the mean ratings of the responses of guidance counsellors and school management is accepted on hypothesis three.

Discussion Of Results
The findings of this study on the three research questions identified 10 capacity building approaches, 8 fund-related approaches and 10 programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State. Therefore, the application of these identified approaches will guarantee reengineering and repositioning of guidance and counselling services in public secondary schools in Anambra State. The findings of this study corroborated that of Nwachukwu (2017) who reported that Nigerian teachers required constant capacity building through periodic training and retraining of teachers, acquisition of further studies, provision of ICT facilities and skills, improved welfare

packages to teachers and effective monitoring and supervision of teachers for effectiveness of the system.

The finding of this study supported the report of Industrial Training Fund (2013) which reported that adequate financial resources should be made available to education that adequate funding promotes the provision of essentials materials, facilities and machines to equip laboratories and workshops with relevant textbooks and training manuals. The finding of this study is in agreement with that of UNESCO (2003) which identified curriculum review strategies to include: familiarity of training institutions with world of work, effective representation of organizations, develops and curriculum review and incorporating feedback from the industry into the curriculum, employment of curriculum experts and relevant stakeholders in programme review, adoption and use of innovative strategies for instruction and encouraging computer-based learning in schools. The findings of this study conformed with that of Okafor (2016) who identified measures for programme reform to include: the integration of ICT-based instructional materials and techniques, online teaching and learning and proficiency use of data analytical packages.

Conclusion

This study was carried out to identify strategic approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Data were collected with well-structured questionnaire from guidance counsellors and school management (principals and vice principals). Based on the data collected and analysed, the study identified 10 capacity building approaches, 8 fund-related approaches and 10 programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State. There are no significant ($p<0.05$) differences in the mean ratings of the responses of guidance counsellors and school management on fund-related approaches and programme review approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria. Although, there was significant ($p<0.05$) difference in the mean ratings of the responses of guidance counsellors and school management on capacity building approaches for reengineering guidance and counselling services in public secondary schools in Anambra State, Nigeria.

Recommendations

Based on the findings, the study recommended that:

1. There should be constant capacity building of guidance counsellors through in-service training and retraining, relevant conferences and workshops for improved efficiency in service delivery.
2. The government at the federal and state levels through their respective ministries of education should ensure regular and timely review of guidance and counselling curriculum and programme to meet ever changing society needs.
3. There should be adequate funding of guidance and counselling programmes in Nigerian secondary schools and Anambra State in particular for provision of required facilities, equipment and instructional materials.

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