



EXTENT OF UTILIZATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING PROGRAMMES FOR SECONDARY SCHOOL STUDENTS' PARTICIPATION IN SUSTAINABLE NATIONAL DEVELOPMENT IN DELTA STATE

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Abstract

This study examined the extent of utilization of educational and vocational guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State. Three research questions guided the study. The study employed the descriptive survey research design. The population for the study comprised all the 471 counselors from 471 secondary schools in Delta State. Sample size for the study is 236 counselors (50%) selected from 236 secondary schools in Delta State using the proportionate stratified random sampling technique. A 42-item questionnaire developed by the researcher and titled "Extent of Utilization of Educational and Vocational Guidance and Counselling Programmes for Secondary School Students' Participation in Sustainable National Development Questionnaire (EUEVGCPSSSPSNDQ)" was the instrument for collecting data. The questionnaire was validated by three experts from guidance and counseling department, Nnamdi Azikiwe University Awka, Anambra State and reliability of the instrument ascertained through a pilot test. Data obtained from the counselors who were respondents were computed using the Cronbach Alpha method which gave internal consistency reliability coefficients of 0.82, 0.77 and 0.86 for the three clusters and were added up and divided to give an overall

value of 0.82. Data were analyzed using only mean score at 2.50 rating. Findings of the study indicated among others that the extent to which educational and vocational guidance and counselling programmes were utilized for enabling secondary school students' participation in sustainable national development in Delta State were to a low. It was also discovered through the findings of the study that the extent to which the identified challenges which included poor funding of guidance and counselling programmes, inadequate materials resources including lack of ICT facilities, lack of time, and insufficient utilization of professional counsellors in most schools especially in the remote areas, among others, hindered utilization of educational and vocational guidance and counselling programmes, were to a high extent. From the findings of the study, it was recommended among others that the secondary school principals under strict supervision of the Delta State Post Primary Education Board (PPEB) should ensure that the educational guidance and counselling programme is highly propagated and utilized in the schools to aid students' educational development for enabling their participation in sustainable national development in Delta State.

Keywords: *Extent, Utilization, Guidance and counselling programmes, Secondary school students, Participation, Sustainable National Development*

Introduction

Secondary education is education received after primary education. At this particular level of education, students are supposed to be exposed both theoretical knowledge and practical skills that will equip them with the competences that will enable them become functional in the society. This form of education inculcates into students' entrepreneurial skills, knowledge and rightful attitudes that will enable them function properly in the world of work. According to the Federal Republic of Nigeria (FRN, 2013), secondary education has been described as education students' receive from the ages of 6-12 years and above, whose objectives include: to 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, among others (Federal Republic of Nigeria, FRN, 2013, pg. 17). The above objectives of secondary education, cannot be actively achieved without the utilization of guidance and counselling programmes in secondary schools for students' active participation in sustainable national development. Okuma (2007) defined guidance and counselling programmes as an interactive relationship that takes place between the counselor and that client (in this case between you the counselor and the student). It is a specialized service whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points.

Guidance and counseling involves the use of specialized processes and techniques 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 nature, 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 (Oye, Obi, Mohd & Bernice, 2012). The importance of guidance and counseling programme therefore, include, bringing to the students an increased understanding of the educational, vocational and social information needed to make wise choices and decisions that will impact positively on their lives (Oye, Obi, Mohd & Bernice, 2012). Furthermore, the overall goal of guidance and counselling programmes in the secondary schools according to Oye, Obi, Mohd and Bernice (2012) are to render effective services to individual students based upon their needs and provide understanding on the influence which the immediate environment factor has on the students. According to Egbochukwu (2008), the goals of school guidance and counseling services, which are based on a developmental hierarchy, are to provide students with opportunities to: Develop knowledge and appreciation of themselves and others; Develop relationship skills, ethical standards and a sense of

responsibilities; Acquire skills and attitude necessary to develop educational goals which are suited to their needs, interest and abilities; and Acquire information that would enable them to make decisions about life and career opportunities. The Lovely Professional University (2012) asserted that the goals of all guidance and counselling programmes in the secondary schools which is necessary for enabling secondary school students' participation in sustainable national development in their society include: providing the psychological support; adjustment and recourse provision; problem solving and decision making; improving personal effectiveness; insight and understanding; promoting self-actualization; and achievement of positive mental health. Examples of guidance and counselling programmes utilized in the secondary schools for students' participation in sustainable national development are; educational or academic guidance and counselling, vocational or career guidance and counselling, personal and social guidance and counselling, referral guidance and counselling, among others. The essence of incorporating these guidance and counselling programmes into the Nigerian secondary school system was to eliminate the overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counselors were appointed to take the responsibilities in sensitizing students on the needs for effective career and vocational choice. Today, the services have gained prominence in the Nigerian educational system and many are becoming interested in counseling the youths especially secondary school students in making wise educational, vocational and social decisions for sustainable national development in the society (Oye, Obi, Mohd & Bernice, 2012). However, the present study is focused only on educational and vocational guidance and counselling programmes. Educational guidance and counselling programme entails a process concerned with bringing about a favourable setting for the individual's education and includes the assistance given in the choice of subjects, use of libraries, laboratories. workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. It is designed to solve students' academic or educational problems and challenges.

Educational guidance and counselling is a process of assisting the individual student to reach optimum educational development. While vocational guidance

and counselling programme is the assistance rendered in meeting the problems relating to the choice of vocation, preparing for it, entering the job, and achieving adjustment to it. It also aims-at helping individuals in the following specific areas of making individuals familiar with the world of work and with its diverse requirements and, to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment. Vocational or career guidance and counselling is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choice involved in planning a future and building career-decisions and choices necessary in affecting satisfactory vocational adjustment. It is the process of assistance only, given to an individual in solving problems related to occupational choices and progress with due regard the individual characteristics and their relation to occupational opportunity. It is the process of helping a person to develop and accept an integrated and adequate picture of his self and of his role in the world of work, to test this concept against reality with satisfaction to himself and benefit to society (Lovely Professional University, 2012). The recognition of the fact that education should equip the individual to enter an occupation and be able to make a living, makes vocational guidance and counseling an integral part of the educational process. Thus, guidance and counselling in the secondary school educational setting cannot be comprehensively and purposefully rendered without including guidance and counselling towards vocational development of the students. Therefore, educational and vocational counselling are together provided to both school and college-going students (Lovely Professional University, 2012). Students' at certain delicate stages of their life undergo certain changes and challenges of pre-adolescence age before adulthood which call for the need for adequate guidance and counselling in order to enable them toll the right path in life. The problems which are associated with the adolescence changes cannot be left unattended or neglected. This neglect may have a negative carryover effect on the concerned individuals. It is therefore important that adolescent or youths at the secondary schools receive intensive guidance and counselling programmes to enable them improve in their educational and vocational (career) aspects of training in the school. Therefore, the gap occasioned by the insufficient use of

guidance and counselling programmes in the secondary schools needs to be closed in order to enable student's tackle educational and vocational problems for their successful participation in sustainable national development in the country including in Delta State (Omoniyi, 2016).

From the statements of Omoniyi (2016) it can be deduced that both educational and vocational guidance and counselling programmes are important for inculcate into students' the right attitudes and consciousness that will enable them participate in sustainable national development of their society. Besides, sustainable national development entails all-round growth and development which affects and covers socio-economic, political, cultural, environmental and religious developments in the society. Sustainable development according to Strange and Bayley (2008) is all about integration: developing in a way that benefits the widest possible range of sectors, across borders and even between generations. It is equally, national growth in all ramifications (economic, social, cultural, political and environmental). It involves all the activities which a nation engages in to achieve a good standard of living for her citizens. The main purpose of national development is to liberate citizens from the shackles of poverty. Sustainable national development (SND) therefore entails the capability of a particular nation or country to achieve comprehensive improvements or refinement in all ramifications of its existence (economic, political, cultural, religious, etc) and set, maintain and continue affairs at that level for a long time (Abraham, 2012). This simply means the ability of a particular country to plan and achieve betterment and improvements in its socio-economic, political, cultural and environmental lives both now and in the future. When students have acquired sound educational training in school, they can participate effectively towards sustainable national development. Students' participation in sustainable national development of their society will therefore involve making positive efforts and contributions towards the socio-economic, political, cultural, religious and environmental developments of the society for the benefits of both the present and future generations. Sustainable national development therefore, tie together, the carrying capacity of national systems with the social challenges confronting humanity (Abraham, 2012). Given the roles of educational and vocational guidance and counselling programmes in preparation of secondary school students for their full participation in sustainable national development which cannot be overemphasized, yet it is

saddening to see that effective utilization and organization of guidance and counselling programmes suffer a lot of dilemmas owing to certain challenges. Scholars like Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013), Haruna (2015), Low (2009), Nyarangi (2011), Omoniyi (2016) and Oye, Obi, Mohd and Bernice (2012) observed some factors which negatively affected the utilization of guidance and counselling programmes in schools and they discovered that poor funding of guidance and counselling programmes, lack of guidance and counselling resources including ICT facilities, inadequate guidance and counselling resources, lack of time, counsellors' gender, students' negative attitude towards counselling, inadequate training and retraining for school guidance counsellors and insufficient utilization of professional counsellors in most schools especially in the remote areas, lack of parental support and awareness on school guidance and counselling, counsellors heavy teaching workloads, lack of principals' support, among others, affected the use of guidance and counselling programmes in schools. Low (2009) looked at the challenges of counselling in a school setting in four dimensions namely internal, external, systems and personal challenges. According to him, internal challenges are concerned with clientele groups, teachers' attitudes towards counselling and pupils' willingness to seek counselling. External challenges are issues outside the school which include culture and globalization; system challenges are things within the programme which include law establishing its practice in schools, referral procedure and resource planning while personal challenges include skills and techniques of the counsellor including training, supervision and attitude towards the school system. For Haruna (2015) the hitches and challenges affecting school guidance and counselling involved lack of adequate and trained professional counsellors, poor remuneration/ incentives, misconception, lack of adequate and relevant psychological tests, poor expertise in the administration of psychological tests, and lack of good office accommodation and counselling clinics.

Guidance and counselling programmes on the other hand, empower students to be an integrated individual, actualizing his potential to the fullest. It promotes students' success through focus on academic achievements, prevention and intervention activities, advocacy and social, personal, emotional and career development. The Federal Republic of Nigeria (2013, pg. 57) in the National Policy on Education gave a directive on the need for the utilization of effective

educational support programmes like guidance and counselling for promoting sustainable national development in the society by stressing that guidance and counselling programmes can be utilized to; develop, support and improve educational programmes; enhance teaching and improve the competence of teachers; provide conducive environment for learning; enhance access to learning; develop and promote effective use of innovative materials in schools; and make learning experiences more meaningful and realistic for students and children. Given the present state of guidance and counselling programmes in Delta State secondary schools, which is observable from the way and manner guidance and counselling programmes are been administered in Delta State, the present study therefore sought to find out the extent of the utilization of educational and vocational guidance and counselling programmes for drawing students' attention towards their participation in sustainable national development in the society. The study further determined the challenges hindering the utilization of guidance and counselling programmes in secondary schools. Although, previous studies have been conducted in the areas of guidance and counselling programmes by researchers such as Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013), Haruna (2015), Low (2009), Nyarangi (2011), Omoniyi (2016), but all these studies have their own mix, findings and focus which differs from the present study. It is therefore upon this background that the present study sought to investigate the extent of utilization of educational and vocational guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State.

Statement of the Problem

The primary goals and objectives of secondary education is to prepare students for higher education and for their active participation in the world of work for sustainable national development in the society. Secondary education however prepares students through various trainings offered to them for fruitful and successful living in the society. This cannot be effectively achieved without the contributions and effective utilization of educational and vocational guidance and counselling programmes. These guidance and counselling programmes in the secondary schools are among the supportive and rehabilitative programmes that could be utilized to promote students' academic achievements and for their

career development. They provide various social, interpersonal and referral programmes that will enable students imbibe the right attitude, behaviour and consciousness towards their learning, education and vocations in order to leave fulfilled life in the society. Guidance and counselling is therefore, an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in molding their future through counselling therapy. Notwithstanding the benefits in which secondary school students' can get from the utilization of educational and vocational guidance and counselling programmes, yet it seems that in Delta State these programmes are not effectively utilized to correct all students' maladjustments, anomalies and deviant behaviours which are observable through their high involvement in indecent acts such as examination malpractices, fighting, bribery and corruption, disobedience and stubbornness in school and at home, gangsterism, robbery and theft, lies, drug abuse, sexual harassment, bullying, among many others. All these issues and problems facing the secondary education system have continued to create a gap and worries from different sections, scholars and including the researchers, calling for the absolute redress on effective utilization of educational and vocational guidance and counselling programmes in secondary schools in Delta State. Therefore, the need to fill this education gap has warranted the present investigation on the extent of utilization of educational and vocational guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State, and which equally is the problem of this present study.

Purpose of the Study

This study aimed at finding out the extent of utilization of educational and vocational guidance and counselling programmes for secondary school students' participation in sustainable national development in Delta State. Specifically, the study sought to ascertain the following:

1. The extent of utilization of educational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State.
2. The extent of utilization of vocational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State.

3. The extent to which the identified challenges hindered utilization of these guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State.

Research Questions

The following research questions guided the study:

1. To what extent are educational guidance and counselling programme utilized for enabling secondary school students' participation in sustainable national development in Delta State?
2. To what extent are vocational guidance and counselling programme utilized for enabling secondary school students' participation in sustainable national development in Delta State?
3. To what extent does the identified challenges hinder utilization of these guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State?

Method

The study employed the descriptive survey research design. This research design entailed using a research instrument, the questionnaire, to collect data from a sample of counselors within a large population of counselors in public secondary schools in Delta State. Information retrieved from the sample of counselors was thereafter analyzed using a statistical tool in order to generate data and draw generalization given based on the findings. According to Nworgu (2015), the research design was used in collecting data and describing them in a systematic manner of the characteristics, features or facts about a given population or elements and generalization drawn based on the findings. The population for the study comprised all the 471 counselors from 471 secondary schools in Delta State. Delta State has 471 secondary schools and in these schools, there is counsellor that advises students and addresses their educational and vocational problems (Source: Planning, Research and Statistics Department of the Post Primary Education Board, PPEB, Delta State, 2019). Sample size for the study is 236 counsellors (50%) selected from 236 secondary schools in Delta State using the proportionate stratified random sampling technique. The proportionate stratified random sampling technique was employed in order to

enable the researcher draw stratify the counsellors according to their geographical locations and schools and thereafter draw out the sample. Nworgu (2015) opined that sample which ranged from 10% to 80% is representable and enough in situations where there is a large population in a study. As regards the sample used in the present study is sizeable enough to conduct the study. A 42-item questionnaire developed by the researcher and titled “Extent of Utilization of Educational and Vocational Guidance and Counselling Programmes for Secondary School Students’ Participation in Sustainable National Development Questionnaire (EUEVGCPSSSPSNDQ)” was the instrument for collecting data. The research instrument was constructed based on the purpose of the study and research questions. The response items on the questionnaire was structured on a 4-point scale of Very High Extent (VHE) – 4, High Extent (HE) – 3, Low Extent (LE) – 2 and Very Low Extent (VHE) – 1. The questionnaire was validated by three experts from guidance and counseling department, Nnamdi Azikiwe University, Awka, Anambra State. The experts validated questionnaire to determine its face and content validity. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. The instrument was corrected before its final print out and administration. Reliability of the instrument ascertained through a pilot test conducted once administering the instrument to a sample of 20 counsellors in some secondary schools in Anambra State, which was not part of the study. Anambra State shares boundary with Delta State and both States has something in common in their secondary school administration. Data obtained from the counselors who were respondents were computed using the Cronbach Alpha method which gave internal consistency reliability coefficients of 0.82, 0.77 and 0.86 for the three clusters and were added up and divided to give an overall value of 0.82. This result showed that the instrument was reliable and dependable to conduct the study. Data were collected from the respondents through direct and face to face contact. An on the spot method was employed as well, which enabled the researcher and the three research assistants to meet the respondents, that is counselors, in their respective schools to wait and collect the necessary information from them. The three research assistants were instructed on how to collect the necessary information from the counsellors using the questionnaire. At first, the researcher assistant took permission from the principal before administering the questionnaire to the counsellors.

Distributing the questionnaire to the respondents took a period of two weeks. A total of 236 copies of the questionnaire were distributed to the 236 counsellors and all of them were retrieved at a 100% rate of return. Data collected from the respondents were analyzed using only the mean score rated at 2.50. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as Agree. Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree.

Result

Research Question 1: To what extent are educational guidance and counselling programme utilized for enabling secondary school students' participation in sustainable national development in Delta State?

Table 1: Mean Scores Rating and SD of Respondents on Extent of Utilization of Educational Guidance and Counselling Programme for Enabling Secondary School Students' Participation in Sustainable National Development in Delta State

N = 236 Counsellors

S/N	STATEMENTS	VHE	HE	LE	VLE	Mean	SD	Decisions
	Please show your agreement concerning the extent to which educational guidance and counselling is used towards enabling students' participation in sustainable national development. Educational guidance and counselling is used in:							
1.	Appropriate selection of subjects best suited to strength, abilities, interest, aptitudes and personal characteristics which will make to take better decisions in their future career choices for their participation in sustainable national development	36	52	60	88	2.15	1.09	Low Extent
2.	Enabling students to make the necessary adjustments in school which is necessary for planning their educational career for participation in sustainable national development	42	47	86	61	2.30	1.04	Low Extent
3.	Helping students to put positive attitudes towards improving their study habits likewise, developing good work which will enable them achieve satisfactory success in	30	54	73	79	2.15	1.02	Low Extent

	studies for participation in sustainable national development							
4.	Improving change in teaching methodologies that will make busy the learning process in order to make positive impact in students' learning for their participation in sustainable national development	55	43	67	71	2.35	1.14	Low Extent
5.	Assisting teachers to understand how students' best learn concepts, contents and skills for their participation in sustainable national development	33	40	81	82	2.10	1.03	Low Extent
6.	Helping teachers to provide a safe and orderly environment, both physically and emotionally, so students can achieve their potentials for participation in sustainable national development	42	28	102	64	2.20	1.03	Low Extent
7.	Encouraging teachers to determine how to evaluate the students to know their knowledge of assimilation in different subject areas for their participation in sustainable national development	31	50	99	56	2.24	0.96	Low Extent
8.	Providing remedial instruction for teaching-learning which will aid students' participation in sustainable national development	45	53	84	54	2.38	1.04	Low Extent
9.	Determining individual differences among students so as help slow learners and under achievers in the educational process for their participation in sustainable national development	34	61	96	45	2.36	0.95	Low Extent
10.	Assisting teachers to know how best they can evaluate students in the school for their participation in sustainable national development	44	55	72	65	2.33	1.07	Low Extent
11.	Solving the problem of indiscipline in school	33	39	90	74	2.31	1.02	Low Extent
12.	Making changes in school administration for sustainable development of students	17	62	100	57	2.17	0.87	Low Extent
13.	Helping in planning programme of studies in school to impact on their participation in sustainable national development	44	51	40	101	2.16	1.17	Low Extent
14.	Assisting students in discovering educational opportunities in the school for their future participation in sustainable national development	37	57	79	63	2.29	1.03	Low Extent
15.	Assisting students in gathering information about co-curricular activities that are being carried out in the school for their active participation in sustainable national development	44	56	68	68	2.32	1.08	Low Extent
16.	Assisting to guide students in participating in group work, social service activities, so that qualities of leadership may be developed in them for their participation in sustainable national development	22	39	86	89	1.97	0.96	Low Extent

17.	Helping students make plans for the future towards gaining an insight into learning areas that still lie ahead.	29	45	69	93	2.04	1.04	Low Extent
Overall Mean & SD =						2.21	1.04	Low Extent

(Source: Computed from Field Work)

Data analysis from Table 1 indicated that all the items from 1 to 17 were rated above 2.50 of the acceptable mean scores showing the respondents (that is; counsellors) agreed to these statement without showing their disagreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.21 and 1.04 showcased that there was no deviation in the respondents' responses. The result therefore, revealed that the extent of utilization of the educational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State was to a low extent.

Research Question 2. To what extent are vocational guidance and counselling programme utilized for enabling secondary school students' participation in sustainable national development in Delta State?

Table 2: Mean Scores Rating and SD of Respondents on Extent of Utilization of Vocational Guidance and Counselling Programme for Enabling Secondary School Students' Participation in Sustainable National Development in Delta State

N = 236 Counsellors

S/N	STATEMENTS	VHE	HE	LE	VLE	Mean	SD	Decisions
	Please show your agreement concerning the extent to which vocational guidance and counselling is used towards enabling students' participation in sustainable national development. Vocational guidance and counselling is used in:							
18.	Providing awareness about varieties of vocations or job opportunities for students that will improve their participation in sustainable national development	31	50	92	63	2.21	0.98	Low Extent
19.	Helping students in making a choice of vocation in accordance with their innate endowments to promote their participation in sustainable national development	30	48	86	72	2.15	1.00	Low Extent
20.	Preparing students towards selected occupation or profession for their participation in sustainable national development	26	39	110	61	2.13	0.92	Low Extent

21.	Providing vocational services in accordance with students educational background and trainability for their participation in sustainable national development	30	43	65	98	2.02	1.05	Low Extent
22.	Enabling students adopt way of life that is especially suitable for their future career for participation in sustainable national development	35	46	78	77	2.17	1.04	Low Extent
23.	Intimating students on how to make future progress in their career which will make positive impact in their participation in sustainable national development	42	52	93	49	2.37	1.00	Low Extent
24.	Enabling students determine their personalities qualities for genuine work services which will impact on their participation in sustainable national development	27	44	101	64	2.14	0.95	Low Extent
25.	Assisting students to become aware of their mental abilities prior to the selection of a profession which is most essential for their participation in sustainable national development	48	31	74	83	2.19	1.12	Low Extent
26.	Helping students to know their hidden capacities and energies which is necessary for their participation in sustainable national development	53	34	70	79	2.26	1.14	Low Extent
27.	Familiarizing students' to understand the nature or complicity of different vocations	44	41	94	57	2.31	1.03	Low Extent
Overall Mean & SD =						2.19	1.03	Low Extent

(Source: Computed from Field Work)

Data analysis from Table 2 also indicated that all the items from 18 to 27 were rated above 2.50 of the acceptable mean scores showing the respondents (that is; counsellors) agreed to these statement without showing their disagreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.19 and 1.03 showcased that there was no deviation in the respondents' responses. The result therefore, revealed that the extent of utilization of the vocational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State was to a low extent.

Research Question 3. To what extent does the identified challenges hinder utilization of these guidance and counselling programmes for secondary school students' participation in sustainable national development in Delta State?

Table 3: Mean Scores Rating and SD of Respondents on Extent to which the Identified Challenges Hindered the Utilization of the Educational and Vocational Guidance and Counselling Programmes for Enabling Secondary School Students’ Participation in Sustainable National Development in Delta State

N = 236 Counsellors

S/N	STATEMENTS	VHE	HE	LE	VLE	Mean	SD	Decisions
	Please show your agreement concerning the extent to which these challenges hindered the utilization of educational and vocational guidance and counselling programmes in your school. Educational and vocational counselling are hindered by:							
28.	Poor funding of guidance and counselling programmes by the State government	58	105	32	41	2.76	1.01	High Extent
29.	Inadequate materials resources including lack of ICT facilities	73	104	26	33	2.92	0.99	High Extent
30.	Insufficient use of professional counsellors in the school especially in remote areas	88	111	12	25	3.11	0.91	High Extent
31.	Inadequate retraining programmes for guidance counsellors	76	108	24	28	2.98	0.95	High Extent
32.	Lack of time allotted to guidance and counselling programmes in the school	101	104	13	18	3.22	0.86	High Extent
33.	Students’ negative attitude to showcase willingness to seek guidance and counselling	26	50	108	52	2.21	0.91	Low Extent
34.	So much teaching workloads assigned to school guidance counsellors	77	107	36	16	3.04	0.87	High Extent
35.	Counsellor’s gender which usually affects the use of guidance and counselling programmes	23	53	105	55	2.19	0.90	Low Extent
36.	Lack of parental support for guidance and counselling programmes	70	103	20	43	2.85	1.04	High Extent
37.	Lack of principal’s support towards guidance and counselling programmes	40	47	70	79	2.20	1.08	Low Extent
38.	Poor supervision of guidance and counselling programmes by concerned authorities from the State management board	22	36	83	95	1.94	0.96	Low Extent
39.	Lack of relevant psychological tests kits for guidance and counselling programmes	82	99	37	18	3.04	0.90	High Extent
40.	Lack of guidance and counselling clinic/laboratory in the school	74	106	44	12	3.03	0.84	High Extent
41.	Negligence towards the effective implementation of the policy on guidance and counselling programmes	82	113	32	9	3.14	0.79	High Extent

42.	Poor cooperation coupled with inactive engagement of other subject teachers in guidance and counselling programmes in the school	54	122	29	31	2.84	0.92	High Extent
Overall Mean & SD =						2.76	1.01	High Extent

(Source: Computed from Field Work)

Data analysis from Table 3 also indicated that only items 28 to 32, 34, 36, 39 to 42 were rated above 2.50 of the acceptable mean scores showing the respondents (that is; counsellors) agreed to these statement. The rest of items 33, 35, 37 and 38 were rated below 2.50 of the acceptable mean scores showing the respondents (that is; counsellors) disagreed to these statements. The grand mean and standard deviation (SD) of 2.76 and 1.01 showcased that there was no deviation in the respondents' responses. The result therefore, revealed that the extent to which the identified challenges hinder utilization of these guidance and counselling programmes (educational & vocational) for secondary school students' participation in sustainable national development in Delta State was to a high extent.

Discussions

Findings of the study indicated that the extent of utilization of both the educational and vocational guidance and counselling programmes which will enable secondary school students' participation in sustainable national development in Delta State after graduation was to a low extent. This could have been the cause of many secondary school students who roam about the streets after graduation because they were not able to be properly guided through educational and vocational guidance and counselling programmes in the school to become useful members of the society even after they might have left secondary school without proceeding further to the university. It was also found out that some identified challenges hindered utilization of the educational and vocational guidance and counselling programmes in the secondary schools to a high extent. This problem makes it difficult for the utilization of educational and vocational guidance and counselling which has great consequences in the future on students' participation in sustainable national development in Delta State. The finding of the study however indicated that the extent of utilization of the educational guidance and counselling programmes for enabling secondary school students' participation in sustainable national development in Delta State was to a low extent. This included that the educational guidance and counselling programmes which can be effectively utilized for appropriate

selection of subjects best suited to strength, abilities, interest, aptitudes and personal characteristics which will make to take better decisions in their future career choices for their participation in sustainable national development; enabling students to make the necessary adjustments in school which is necessary for planning their educational career for participation in sustainable national development; helping students to put positive attitudes towards improving their study habits likewise, developing good work which will enable them achieve satisfactory success in studies for participation in sustainable national development; were all to a low extent.

It was also discovered that the educational guidance and counselling programme was utilized to a low extent for improving change in teaching methodologies that will make busy the learning process in order to make positive impact in students' learning for their participation in sustainable national development; assisting teachers to understand how students' best learn concepts, contents and skills for their participation in sustainable national development; helping teachers to provide a safe and orderly environment, both physically and emotionally, so students can achieve their potentials for participation in sustainable national development; encouraging teachers to determine how to evaluate the students to know their knowledge of assimilation in different subject areas for their participation in sustainable national development; providing remedial instruction for teaching-learning which will aid students' participation in sustainable national development; determining individual differences among students so as help slow learners and under achievers in the educational process for their participation in sustainable national development; assisting teachers to know how best they can evaluate students in the school for their participation in sustainable national development; solving the problem of indiscipline in school and making changes in school administration for sustainable development of students; helping in planning programme of studies in school to impact on their participation in sustainable national development; assisting students in discovering educational opportunities in the school for their future participation in sustainable national development; assisting students in gathering information about co-curricular activities that are being carried out in the school for their active participation in sustainable national development; assisting to guide students in participating in group work, social service activities, so that qualities of leadership may be developed in them for their participation in sustainable national development; and helping students make plans for the future towards gaining an insight into learning areas that still lie ahead. Failure to highly utilize the educational guidance and counselling programme in the secondary will have negative impact on educational development of students which might affect their

participation in sustainable national development. This finding is at variance with the Lovely Professional University (2012) which confirmed that utilization of educational guidance and counselling yields positive results in the determination of educational objectives. The finding also agrees with Omoniyi (2016) study which confirmed that there was negligence towards the use of educational guidance and counselling which affected students' learning and educational development.

It was further found out the extent of utilization of the vocational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State was to a low extent. This included that the extent of utilization of the vocational guidance and counselling in providing awareness about varieties of vocations or job opportunities for students that will improve their participation in sustainable national development; helping students in making a choice of vocation in accordance with their innate endowments to promote their participation in sustainable national development; preparing students towards selected occupation or profession for their participation in sustainable national development; providing vocational services in accordance with students educational background and trainability for their participation in sustainable national development; enabling students adopt way of life that is especially suitable for their future career for participation in sustainable national development; intimating students on how to make future progress in their career which will make positive impact in their participation in sustainable national development; enabling students determine their personalities qualities for genuine work services which will impact on their participation in sustainable national development; assisting students to become aware of their mental abilities prior to the selection of a profession which is most essential for their participation in sustainable national development; helping students to know their hidden capacities and energies which is necessary for their participation in sustainable national development; and familiarizing students' to understand the nature or complicity of different vocations; were all to a low extent. This finding also deviates with the Lovely Professional University (2012) which confirmed that the vocational guidance and counselling programme can be effectively to prepare students for active participation in their future careers. The finding of this present study corroborates with Omoniyi (2016) study which found out that the use of vocational guidance and counselling in the schools were neglected and this situation had a negative carryover effect on the concerned individuals. It is therefore important that adolescent or youths at the secondary schools receive intensive guidance and counselling programmes to enable them improve in their educational and vocational (career) aspects of training in the school.

It was discovered through the finding of this study that the extent to which the identified challenges hinder utilization of the educational and vocational guidance and counselling programmes for secondary school students' future participation in sustainable national development in Delta State was to a high extent. Such challenges as: poor funding of guidance and counselling programmes by the State government; inadequate materials resources including lack of ICT facilities; insufficient use of professional counsellors in the school especially in remote areas; inadequate retraining programmes for guidance counsellors; and lack of time allotted to guidance and counselling programmes in the school, hindered utilization of these guidance and counselling programmes to a high extent. Other challenges such as: assigning so much teaching workloads to school guidance counsellors; lack of parental support for guidance and counselling programmes; lack of relevant psychological tests kits for guidance and counselling programmes; lack of guidance and counselling clinic/laboratory in the school; negligence towards the effective implementation of the policy on guidance and counselling programmes; and poor cooperation coupled with inactive engagement of other subject teachers in guidance and counselling programmes in the school; hindered utilization of these guidance and counselling programmes to a high extent. While challenges such as students' negative attitude to showcase willingness to seek guidance and counselling; counsellor's gender which usually affects the use of guidance and counselling programmes; lack of principal's support towards guidance and counselling programmes; and poor supervision of guidance and counselling programmes by concerned authorities from the State management board; hindered utilization of these guidance and counselling programmes to a low extent. All these findings agree and corroborates with the studies of Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013), Haruna (2015), Low (2009), Nyarangi (2011), Okumu (2007), Omoniyi (2016) and Oye, Obi, Mohd and Bernice (2012) which made some discoveries on the challenges that negatively affected the utilization of guidance and counselling programmes in schools to include: poor funding of guidance and counselling programmes, lack of guidance and counselling resources including ICT facilities, inadequate guidance and counselling resources, lack of time, counsellors' gender, students' negative attitude towards counselling, inadequate training and retraining for school guidance counsellors and insufficient utilization of professional counsellors in most schools especially in the remote areas, lack of parental support and awareness on school guidance and counselling, counsellors heavy teaching workloads, lack of principals' support, among others. From all the findings of the study, it can be deduced that educational and vocational guidance and counselling were not highly utilized in the secondary schools

whose aftermath could be visible in students' active participation in sustainable national development after schooling. This situation was found to be responsible by several challenges which needs to be addressed by all education stakeholders.

Conclusion

The overall goal of educational and vocational guidance and counselling is to develop students' personalities and likewise prepare them ahead of their future careers or vocations and endeavours. This will also improve students' active participation in sustainable national development. Students' need to be properly guided through effective guidance and counselling programmes in order to toll the right part and whereby there are shortcomings in the provisions of educational and vocational guidance and counselling programmes, this could have serious effect on students' personality development. The problems that are related to students' dropout from school, indiscipline on the part of students and teachers, poor academic performances and achievements, among others, can be attributed to the poor utilization of educational and vocational guidance and counselling programmes in the secondary schools. However, the inferences that are drawn from the findings of this study which need absolute redressing are that both the educational and vocational guidance and counselling programme for enabling secondary school students' participation in sustainable national development in Delta State were utilized to a low extent. Some identified challenges also hindered utilization of these guidance and counselling programmes (educational & vocational) for secondary school students' participation in sustainable national development in Delta State was to a high extent. For quality education which tends to make significant impact on secondary school students' participation in sustainable national development, there is need to focus highly on the utilization of educational and vocational guidance and counselling which is one way to the achievement of educational and national goals.

Recommendations

From the findings of the study, the following recommendations have been made:

1. The secondary school principals under strict supervision of the Delta State Post Primary Education Board (PPEB) should ensure that the educational guidance and counselling programme is highly propagated and utilized in the schools to aid students' educational development for enabling their participation in sustainable national development in Delta State.

2. The principals should encourage the utilization of vocational guidance and counselling in the schools for enabling students' future participation in sustainable national development in Delta State.
3. The Delta State government in collaboration with the PPEB and principals should proffer permanent solutions and implement effective frameworks that eradicate the challenges hindering the utilization of educational and vocational guidance and counselling programmes in the secondary schools. This the State government can do through adequate funding and effective policy implementation on school guidance and counselling programmes, so as to aid students' future participation in sustainable national development in Delta State.

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