



**PROVISION AND UTILIZATION OF EDUCATIONAL
RESOURCES FOR REVITALIZING GUIDANCE AND
COUNSELLING PROGRAMMES FOR SUSTAINABLE
ECONOMIC DEVELOPMENT IN SECONDARY
SCHOOLS IN DELTA STATE**

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ABSTRACT

This study aimed at investigating the provision and utilization of educational resources for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. Two research questions were raised and answered in the study. The study employed the descriptive survey research design. The population for the study comprised 471 counsellors from 471 secondary schools in Delta State, Nigeria. Sample size for the study was 236 counsellors (50%) selected using the stratified random sampling technique. A 24-item questionnaire developed by the researcher and titled “Provision and Utilization of Educational Resources for Revitalizing Guidance and Counselling Programmes for Sustainable Economic Development Questionnaire (PUERRGCPSEDQ)” served as instrument for data collection. Both the validity and reliability of the research instrument were established. Data were analyzed using mean and standard deviation statistics. Among the findings of the study indicated that a good number of the educational resources were not provided and utilized by the counsellors for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. From the findings, it was recommended among others, that, the Delta State Government, Post Primary Education Board (PPEB) with the contributions of the non-governmental organizations like the private individuals, foreign and voluntary organization should encourage the provision and utilization of various educational resources for revitalizing

guidance and counselling programmes for sustainable economic development in the secondary schools through adequate budgetary allocations and financial support.

KEYWORDS: *Utilization, Educational Resources, Guidance, Counselling, Programmes, Sustainable, Economic, Development*

INTRODUCTION

Guidance and counselling service is one of the educational support services useful for the development of students' personality. Guidance and counselling offer several programmes such as social, personal, vocational and educational guidance and counselling which inculcates into the students' rightful skills, positive attitudes and competences that will enable them have successful life and career in future for sustainable economic development. Akgun (2010) opined that guidance and counselling services and programmes are very important as it will play a role in the formation of positive/negative attitudes of the child to school and transferring these attitudes to future learning. As a matter of fact, Chaudhary (2018) opined that by guidance and counselling services being introduced into the school system, students will be able to know more about themselves and easily find solutions to the problems which they encounter in their day-to-day life. This is most important for their bright and successful career. The identification of interest, abilities, personality through effective guidance and counselling programmes will help students to recognize their strengths and that is their strong zone, easier to sharpen. Proper guidance and counselling programmes will help incorporate valuable lessons in students and youth's daily life. Some guidance and counselling programmes involve career guidance and counselling, where the students are advised on the selection of courses and different career paths. It is important to prepare them for life after school and what to expect in the different fields they might opt for (Nalanda International School, Vadodara, 2020). Tata (2016) opined that with appropriate guidance and counselling programme in the secondary schools, students' educational, vocational and personal-social needs can be met. Guidance and counselling programmes therefore, as asserted by Chaudhary (2018) and Nalanda International School, Vadodara (2020), are programmes which helps the students to know their skills, interests, personality that will help them in further career selection. Guidance is the process in which individuals are able

to discover their abilities or interest, a capacity that will help in the encounter of problems faced by them. While counselling, is the sharing of thoughts, reciprocal logic and guidance between groups or two.

Counselling according to Smith in Chaudhary (2018), is the process in which the counsellor has a broad discussion related to counsellee's interest, planning, and adjustment. From all the foregoing discussions, guidance and counselling programmes are important for improving students' developmental task areas. Their benefits and advantages towards helping students to make best decision about choosing better career paths cannot be overemphasized. Chaudhary (2018) attested that the main benefit of guidance and counselling programmes are to assist students and teachers in making available desirable qualifications and skills. According to the Nalanda International School, Vadodara (2020), the benefits that students get from effective guidance and counselling programmes are among others to give proper guidance and counselling on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students will be able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives. The Federal Republic of Nigeria (FRN, 2013), recognizing the fact that guidance and counselling is one of the important educational support services stated that its benefits is to facilitate the implementation of educational policy, attainment of policy goals and the promotion of effectiveness of educational system. Guidance and counselling services or programmes as regards, are designed 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 students; enhance access to learning; among others (FRN, 2013, p.57). Guidance and counselling programmes in essence, is one means through which educational institutions and schools like the secondary schools in Delta State can effectively achieve their educational goals and objectives for sustainable economic development in the society. Education on the other hand is an important instrument for sustainable economic development. For scholars such as Ovyee (2017), education has been accepted veritable instrument for sustainable national development, that is, socio-economic, political, cultural, religious and environmental development for both the present and future generations. Education produces different kinds of manpower such as:

engineers, teachers, lawyers, medical doctors, architects, soldiers, scientist, etc (and so on) needed for sustainable national development. Hence the saying that, “no society can develop beyond the quality its educational system”. It is the product of education that transforms the society to economic gains.

The quality of education will therefore determine the quality of manpower and their products; it will reduce the rate of unemployment, since graduates and technicians can become self-employed after graduation in order to make meaningful contributions towards sustainable economic development in the society. It will equally impact on the moral rectitude of the society and quality of lives (Ovye, 2017). Besides, sustainable economic development as described within the context of this study entails development considered to improve people’s standard of living through such means like educational services. Sustainable development ensures that people have access to sustainable and secured livelihoods in which education is part of. Given the above statements, effective guidance and counselling programmes will assist the education systems achieve all the aforementioned course. Therefore, the effectiveness of any education system like secondary education is also dependent on effective guidance and counselling programmes. But the reality is that the issues relating to guidance and counselling programmes have neither received adequate attention nor taken seriously in schools. According to Ovye (2017), the Nigerian education system is greatly concerned about the quality of education provided to the citizens of the country. Concerns about the quality of education students receive from schools, the quality of teachers (teaching staff) employed to teach students, the quality of infrastructures and instructional facilities have always been of upmost interest neglecting other important areas like guidance and counselling. Cobanoglu and Sevim (2019) observed that the absence of guidance and counselling services can be explained by the constant change in the legislation on the appointment of guidance counsellors in schools. However, guidance and counselling service is very important for the development of all children as well as providing the necessary support for the mainstreaming students. The ineffectiveness of guidance and counselling programmes in majority of the schools can be attributed to some factors or challenges which include the poor and inadequate use of guidance and counselling educational resources in the school. If counsellors should have access to adequate educational resources, they will become very efficient to render quality services

in the guidance and counselling programmes. Educational resources therefore, as conceived in the present study are human and material resources that support teaching and learning in the school. *Miller and Spoolman (2011) defined educational resources as sources, materials, substances or supplies from which benefits are produced. Educational resources are materials, instruments, energy, services, staff, knowledge, or other assets that are transformed to produce benefits. They can be broadly grouped into two as human and material resources (Miller & Spoolman, 2011). Nwaham (2011) described the human resources as human beings which include teachers, non-teaching staff, school administrators, among others. They are important machineries in the teaching and learning activities. Offorma (2005) saw the material resources as all sorts of materials or devices that facilitate teaching and learning activities and consequently the attainment of the educational objectives. Their relevance in the secondary schools cannot be over emphasized. Both the human and material resources work together to achieve education goals. For guidance and counselling programmes, such educational resources such as use of professional counsellors, counselling clinics and centres, psychological test kits and instructional materials, are very crucial for counsellors' effective services. Tata (2016) remarked that in order to integrate guidance programme in the secondary schools, the counsellor requires certain educational resources; these educational resources could be human or material; examples of most of the important material resources includes psychological tests, career album, information board, counselling office, projectors, television set, stationaries, records, projectors, film strip, DVD/tape recorder, writing and reading materials such as books, pens, magazines, newspapers, journals and other non-classified materials, bulletin boards, cameras, resource room for guidance and counselling well equipped with up-to-date information including books, career manuals, videos and other resources, furniture like chairs, desk and tables, spacious rooms, security resources, medical resources, medical human resources such as doctors, the nurses, the ward attendants and other electronic materials such as radio, computers and video appliances. The Federal Republic of Nigeria (2013) in the National Policy on Education (NPE) pointed out several educational resources which is needed in guidance and counselling just to mention but a few includes counselling clinics, career resource centres, information centres, Voluntary Counselling and Testing (VCT) Referral Services, writing materials,*

professional guidance counsellors and Information Technology (IT) facilities. Educational counselling resources to counsellors are what instructional materials are to teachers. Counselling resources provide a useful, additional tool for counsellors wanting to provide as wide-ranging a service as possible to all their clients. Educational resources can also enhance a counsellor's personal skills and increase the level and amount of knowledge and support a counsellor can offer through the practice of their skills. They will become more confident in their ability to provide clients with the best possible guidance and counselling service, and also be able to offer other avenues the client can explore. Using resources also allows the professional counsellor an opportunity to explore his own abilities, career development and personal skills and requirements. From the foregoing discussions, it is however important to ensure the provision of educational resources for counsellors' utilization, which will impact on revitalizing guidance and counselling programmes for sustainable economic development in the secondary schools including those in Delta State. Provision as defined by Qadir and Quadri (2016) means enabling access to authorized information or resources to those who need them. It is the ability to make information and related physical and logical resources accessible as needed, when they are needed, and where they are needed. Provision of educational resources in guidance and counselling programmes is the capability of the secondary education system or its authorities to make resources available including all the logical and physical resources reachable and accessible wherever and whenever they are needed. Utilization of educational resources in guidance and counselling according to Ugwuanyi (2013), represents the actual patronage and use of the school facilities, equipment and supplies by the counsellors in guidance and counselling programmes. Utilization of resources for counselling entails making maximal and judicious use of the resources (Tata, 2016). Although, educational resources are of great importance in the school but most times their adequate provision and utilization still pose some difficulties. Educational stakeholders such as teachers, students, researchers, parents and school administrators have always complained about the inadequacies and shortage of educational resources which pose a great threat towards enhancing quality education and instructional delivery. Tata (2016) observed in a study that educational resources for guidance and counselling are grossly unavailable in the secondary schools.

Iwundu and Thom-Otuya (2014) observed that poor infrastructure and lack of educational resources including teaching aids (such as projectors, computers, libraries, laboratories, etc), are one of the challenges to the Nigerian education sector. Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013), George (2004), Hatch (2008) and Low (2009) maintained that school counselling and counselling programmes must demonstrate effectiveness if they are to survive. The whole facts gathered from the studies of the above-mentioned scholars, showcases that some factors which include inadequate guidance and counselling facilities and material resources are jeopardizing professional counsellors' efforts towards making significant contributions and this challenge have continued to hunt down effective delivery of guidance and counselling services in the Nigerian secondary schools. Studies have been conducted by different researchers like Andambi and Kariuki (2013), Kimeu, Tani and Ronoh (2015) and Ntui and Udah (2015), among others, on educational resources; but all these studies have their own mix and shortcomings which has necessitated the present study. Upon this premise, the present study sought to investigate the provision and utilization of educational resources for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State.

STATEMENT OF THE PROBLEM

Educational resources which include both the human and material counselling resources are important for effective guidance and counselling services in the secondary schools. Just as the classroom teachers would use several types of educational resources to achieve instructional goals and objectives, counsellors use several resources to accomplish their counselling task also. But observations showcases that many of the secondary schools including those in Delta State lack the necessary educational resources that aid effective guidance and counselling programmes in the school. The inadequate and poor use of educational resources has negatively affected the management of many guidance and counselling programmes in the secondary schools; thereby, creating a gap that need to be filled by the present study. However, the need for provision and utilization of educational resources for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State, has become the problem of this study.

PURPOSE OF THE STUDY

The purpose of this study was to determine the provision and utilization of educational resources for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. Specifically, the study aimed at examining:

1. the various educational resources provided for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?
2. the various educational resources utilized for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?

RESEARCH QUESTIONS

The following research questions were raised and answered in the study:

1. What are the various educational resources provided for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?
2. What are the various educational resources utilized for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?

METHODS

The study employed the descriptive survey research design. This research design entails using a research instrument, questionnaire to collect data from a sample of guidance counsellors within a large population of counsellors in public secondary schools in Delta State. Information retrieved from the sample of guidance counsellors was thereafter analyzed using a statistical tool in order to generate data and draw generalization given based on the findings. The population for the study comprised 471 counsellors from 471 secondary schools in Delta State, Nigeria. Sample size for the study was 236 counsellors (50%) selected using the stratified random sampling technique. The stratified random sampling technique was employed in order to enable the researcher stratify and draw samples of the guidance counsellors according to their geographical locations and schools. 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 24-item questionnaire developed by the researcher and titled “Provision and Utilization of Educational Resources for Revitalizing Guidance and Counselling Programmes for Sustainable Economic Development Questionnaire (PUERRGCPSEDQ)” served as instrument for data collection. The research instrument was constructed based on the purpose of the study and research questions. The response items on the questionnaire were structured on a 4-point modified Likert scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The questionnaire was validated by three experts from guidance and counselling department, Nnamdi Azikiwe University Awka, Anambra State. The experts validated the 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 administration. Reliability of the instrument was ascertained through a pilot test conducted once by administering the instrument to a sample of 10 counsellors from 5 secondary schools in Anambra State, which was not part of the study. Anambra State shares boundary with Delta State and both States have somethings in common in their secondary school administration. Data obtained from the sampled counsellors were computed using the Cronbach Alpha method which gave internal consistency reliability coefficients of 0.72 and 0.83 for the two clusters and were added up and divided to give an overall reliability value of 0.76. This result showed that the instrument was reliable and dependable to conduct the study. Data were retrieved 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, guidance counsellors in their respective schools to wait and collect the necessary information from them. A total of 236 copies of the questionnaire were distributed to 236 guidance counsellors and all of them were retrieved at a 100% rate of return. Data were analyzed using mean and standard deviation statistics. 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 rated below 2.50 was regarded as not in support of the statement and therefore termed disagree.

RESULTS

Research Question 1: What are the various educational resources provided for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?

TABLE 1:

Mean Score Ratings and SD of Guidance Counsellors on the Various Educational Resources Provided for Revitalizing Guidance and Counselling Programmes for Sustainable Economic Development in Secondary Schools in Delta State

N = 236 Guidance Counsellors

S/N	Please indicate the various educational resources provided for revitalizing guidance and counselling programmes in your school	SA	A	D	SD	Mean	SD	Decision
1.	Adequate number of professional guidance counsellors are provided for guidance and counselling programmes	8	19	122	87	1.78	0.73	Disagree
2.	A well-furnished counselling clinic is provided in the school	20	40	99	77	2.01	0.91	Disagree
3.	A standard career resources centre is available within the school premises	22	29	84	101	1.88	0.95	Disagree
4.	Adequate psychological test kits are provided for guidance and counselling programmes	17	33	111	75	1.97	0.86	Disagree
5.	Sufficient reading and writing materials/stationaries such as magazines, journals, newspapers, books, career manuals, sheets, pen, etc are available for guidance and counselling programmes	59	42	64	71	2.38	1.16	Disagree
6.	Adequate career albums are provided for vocational guidance and counselling sessions	26	54	86	70	2.15	0.97	Disagree
7.	Information/bulletin board is provided for display of important information	36	26	76	98	2.00	1.07	Disagree
8.	Well-furnished counselling office is provided for the counsellors	28	59	67	82	2.14	1.03	Disagree
9.	Well-equipped spacious resource room is provided for guidance and counselling	23	26	109	78	1.97	0.91	Disagree
10.	ICT electronic resources such as projectors, television set, film strip, DVD/tape recorder, radio, cameras, computers, video appliances are provided for the guidance and counselling programmes	21	44	102	69	2.07	0.91	Disagree

11.	Medical personnel including attendants are provided in the counselling clinic	27	29	89	91	1.97	0.98	Disagree
12.	Support from Voluntary Counselling and Testing (VCT) Referral services are available for guidance and counselling programmes	24	36	100	76	2.03	0.94	Disagree
Grand Mean Score & SD =						2.03	0.97	Disagree

(Computed from Field Work)

Analysis of data from Table 1 indicated that none of the items from 1 to 12 were rated equal to or above 2.50 of the acceptable mean scores by the guidance counsellors. Rather, all the items were rated below 2.50 of the acceptable mean scores. This result showed that the respondents (that is, the guidance counsellors) disagreed with these statements without showing their agreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.03 and 0.97 showed that there was no wide spread deviation in the respondents' responses. The result therefore, revealed that various educational resources were not provided for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State

RESEARCH QUESTION 2:

What are the various educational resources utilized for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State?

TABLE 2:

Mean Score Ratings and SD of Guidance Counsellors on the Various Educational Resources Utilized for Revitalizing Guidance and Counselling Programmes for Sustainable Economic Development in Secondary Schools in Delta State

N = 236 Guidance Counsellors

S/N	Please indicate the various educational resources provided for revitalizing guidance and counselling programmes in your school	SA	A	D	SD	Mean	SD	Decision
13.	Adequate number of professional guidance counsellors are utilized in guidance and counselling programmes	32	38	96	70	2.14	0.99	Disagree
14.	A well-furnished counselling clinic is utilized in the school	44	50	102	40	2.42	0.98	Disagree

15.	A standard career resources centre is constantly utilized in the school	36	42	99	59	2.23	0.99	Disagree
16.	Adequate psychological test kits are used during guidance counselling services	43	25	105	63	2.20	1.03	Disagree
17.	Sufficient reading and writing materials/stationaries such as magazines, journals, newspapers, books, career manuals, sheets, pen, etc are utilized in guidance and counselling	34	51	86	65	2.23	1.01	Disagree
18.	Adequate career albums are utilized during vocational guidance counselling sessions	26	27	80	103	1.90	0.99	Disagree
19.	Information/bulletin board is utilized to display important information	24	31	104	77	2.01	0.93	Disagree
20.	Well-furnished counselling office is utilized by school guidance counsellors	19	43	73	101	1.92	0.96	Disagree
21.	Well-equipped spacious resource room is used for guidance and counselling	32	35	95	74	2.11	1.00	Disagree
22.	Sufficient use of ICT electronic resources such as projectors, television set, film strip, DVD/tape recorder, radio, cameras, computers, video appliances is encouraged and utilized during guidance and counselling	41	30	116	49	2.27	0.98	Disagree
23.	Adequate number of medical personnel including attendants are utilized in the counselling clinic	18	42	121	55	2.10	0.84	Disagree
24.	Support from Voluntary Counselling and Testing (VCT) Referral services is encouraged for guidance and counselling programmes	24	39	79	94	1.97	0.98	Disagree
Grand Mean Score & SD =						2.12	0.99	Disagree

(Computed from Field Work)

Analysis of data from Table 2 indicated that none of the items from 13 to 24 were rated equal to or above 2.50 of the acceptable mean scores by the guidance counsellors. Rather, all the items were rated below 2.50 of the acceptable mean scores. This result showed that the respondents (that is, the guidance counsellors) disagreed with these statements without showing their agreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.12 and 0.99 showed that there was no wide spread deviation in the respondents' responses. The result therefore, revealed that various educational resources were not utilized for revitalizing guidance and counselling

programmes for sustainable economic development in secondary schools in Delta State.

DISCUSSIONS

The findings of this study generally revealed that a good number of the educational resources were not provided and utilized by the counsellors for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. It was found out that educational resources were not provided for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. The finding further showed that adequate number of professional guidance counsellors were not provided for guidance and counselling programmes. A well-furnished counselling clinic is neither provided in the schools nor a standard career resources centre available within the school premises. Adequate psychological test kits were not provided for guidance and counselling programmes, likewise, sufficient reading and writing materials/stationaries such as magazines, journals, newspapers, books, career manuals, sheets, pen, etc were not available for guidance and counselling programmes. Furthermore, adequate career albums were not provided for vocational guidance and counselling sessions, and resources such as the information/bulletin boards were not provided for display of important information. A well-furnished counselling office was neither provided for the counsellors, nor well-equipped spacious resource room provided for guidance and counselling. ICT electronic resources such as projectors, television set, film strip, DVD/tape recorder, radio, cameras, computers, video appliances were not provided for the guidance and counselling programmes. Also, medical personnel including attendants were not provided in the counselling clinic. Support from Voluntary Counselling and Testing (VCT) Referral services were also not available for guidance and counselling programmes. Absence of many of these educational resources creates difficulties for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. Therefore, achieving effective guidance and counselling programmes which will positively impact on sustainable economic development in secondary schools in Delta State becomes difficult. This finding agrees and corroborates with Ntui and Udah (2015) study which found out that

in secondary schools in Calabar, Cross Rivers State, Nigeria, that teachers and counsellors were not making use of the audio-visual materials in the schools because they were not available. Cobanoglu and Sevim (2019) confirmed in a study that the absence of effective guidance and counselling services can be attributed to inadequacy of resources to support the programmes. Iwundu and Thom-Otuya (2014) found out that poor infrastructure and lack of educational resources including teaching aids (such as projectors, computers, libraries, laboratories, etc), are one of the challenges to the Nigerian education sector including guidance and counselling programmes. This finding is equally supported by Tata (2016) in a study who also found out those educational resources for guidance and counselling are grossly unavailable in the secondary schools. Whereby educational resources are either limited or not available and provided, it has negative consequences rendering effective and efficient services in the schools.

It was further found out that the various educational resources investigated in this present study were not utilized for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. Absence of educational resources, will definitely affect their effective utilization. However, it was discovered that educational resources such as professional guidance counsellors, a well-furnished counselling clinic, a standard career resource centre, psychological test kits, sufficient reading and writing materials/stationaries such as magazines, journals, newspapers, books, career manuals, sheets, pen, etc, adequate career and vocational albums, information/bulletin boards, a well-furnished counselling office, well-equipped spacious resource room, ICT electronic resources such as projectors, television set, film strip, DVD/tape recorder, radio, cameras, computers and other video appliances, medical personnel including attendants and Voluntary Counselling and Testing (VCT) Referral services were not been effectively utilized in the guidance and counselling programmes in schools. This current situation which is also deplorable makes it difficult for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. This finding agrees and corroborates with Andambi and Kariuki (2013) study which found out that the radio was the most commonly available non-printed resources in the schools, but teachers were not using them for teaching and learning. The present study finding also concurs and is in line with

Kimeu, Tani and Ronoh (2015) whose study reported that students' academic performance depended on use of non-printed teaching and learning materials like the chalkboard, laboratory apparatus and chemicals, among others, but teachers were not making adequate use of them. Failure to utilize these educational resources in guidance and counselling programmes in the secondary schools will make revitalizing the programmes impossible which has consequences on students' developmental task areas. Guidance counsellors need sufficient educational resources in order to render efficient services that will definitely lead to the achievement of educational goals and objectives. Therefore, matters concerning adequate and constant provision and utilization of educational resources in guidance and counselling should be given priority attention so as to attain greater heights and positive outcomes in the secondary schools.

CONCLUSION

Guidance and counselling generally is an important educational support programme that assist students to improve certain developmental task areas related to their social, personal, educational and vocational task areas. Notwithstanding the benefits and significance of various guidance and counselling programmes towards achieving educational goals, yet the programmes suffer a lot of challenges and shortcomings due to the fact that educational resources are not effectively provided and utilized by counsellors in the guidance and counselling programmes. The present study however submits and concludes that quite a good number of the educational resources investigated were not provided and utilized by the counsellors for revitalizing guidance and counselling programmes for sustainable economic development in secondary schools in Delta State. School guidance counsellors can only be proficient to render quality service in the programmes when resources are adequately provided and utilized. But in the case of Delta State secondary schools, these educational resources are found lacking and not utilized by counsellors. However, quality education which will aid to revitalize the secondary schools in Delta State for sustainable economic development can only become possible when counsellors become efficient and effective in their services which must be supported by constant and adequate use of educational resources.

RECOMMENDATIONS

From the findings of this study, the following recommendations have been proffered:

1. The Delta State Government, Post Primary Education Board (PPEB) with the contributions of the non-governmental organizations like the private individuals, foreign and voluntary organization should encourage and support the provision and utilization of various educational resources for revitalizing guidance and counselling programmes for sustainable economic development in the secondary schools through adequate budgetary allocations and financial support. Secondary school principals should employ effective maintenance strategies that will help to sustain the already available educational resources including when new ones are provided.
2. Secondary school principals should organize constant training and retraining programmes for guidance counsellors to enable them utilize especially the modern technological counselling tools which is necessary for revitalizing guidance and counselling programmes for sustainable economic development in the secondary schools in Delta State.

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