

EFFECTS OF G&C SERVICES ON NIGERIAN TVET STUDENTS' ACADEMIC AND CAREER CHOICES

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Abstract

Technical and Vocational Education and Training (TVET) schools were established for training and skill acquisition. Worldwide, TVET faces the problem of poor image representation, and as such, the services of guidance and counseling (G&C) unit are needed to address this challenge. Literature suggests that many Nigerian TVET schools do not have a functional G&C unit, as well as understand the services required of them. Therefore, this paper seeks to bridge the gap by discussing the performances of G & C unit in TVET schools within Nsukka education zone, to ascertain the implications for students' academic and career choices. A survey design was used to collect data from the sample respondents. The results showed that ineffective G&C services in Nigerian TVET schools poses severe challenges to the students. The study concluded that for Nigerian TVET schools to develop, a functional G & C unit should be empowered to guide the students.

Keywords: Technical and Vocational Education Training, Guidance and Counseling, Nigeria, Academic, Career Choices.

Introduction

TVET scheme was established for knowledge, skill acquisition, and training (whether through formal or informal) young entrepreneurs, particularly in a country such as Nigeria, where there is a high unemployment rate. That said, one of the significant challenges facing TVET is the ability to change the image (Seng, 2012). Seng further noted that there are prejudice and less-than-positive image of TVET and all its negative associations with those who are less academically inclined. This challenge has affected the academic stability of students whose career path are aligned to TVET and de-motivates some students in their studies. However, students that manage to overlook the criticisms of TVET and

build their career eventually become happy because as Maclean and Wilson (2009) stated, there is an unquestionable proof to show that the role of TVET cannot be underestimated in encouraging sustainable poverty relief, human expansion and economic extension, with understandable advantages for individuals, their families, local communities and humankind in general.

In some developed countries, such as Singapore, Japan and China, the government has been very supportive of TVET as a way of empowering her citizens. The governments understood the importance of TVET, especially in poverty alleviation and have made provisions for financing the sector appropriately. Today, this explains, for instance, why China has an edge in technology over many countries of the world. Similarly, Powell and Lindsay (2010, pp. 6) noted that:

Singapore looked very closely at where they wanted to go, which sectors they wanted to focus on and what assets they had as a nation. They then used off-the-shelf education, skills development and industrial promotion policies, which they adapted to their national context, to very rapidly develop and catch up with more developed countries.

In contrast, Maclean, Jagannathan and Sarvi (2013, pp:5) observed that “a return of TVET to the development agenda is partly a reaction to the emerging skills divide with the least developed countries falling further and further behind, particularly in sub-Saharan Africa and South Asia.” Accordingly, in some emerging countries, such as Nigeria, the government has not adequately welcomed TVET as the answer to poverty alleviation and for empowering her citizens. As it seems, the Nigerian government has not funded TVET, which presently is still a subsector under the Ministry of Education. This implies that currently, whilst many young Nigerians have exhibited their creativity through local innovations without government support (examples are the Aba made clothes and shoes from Abia State and car assemblage in Nnewi, Anambra State), the country does not have any technologically invented product known and exported worldwide. Such neglect implies that the country imports almost everything from other countries.

In Nigeria, TVET starts from secondary school level up until tertiary institutions. There are science, technical, and vocational schools supervised by a body called Science Technical and Vocational Schools Management Board (STVSMB) in each state of the federation. Trade subjects in Nigerian TVET schools begin from senior secondary one (SS1) and end in senior secondary three (SS3). Before this, students are meant to consult with their school's guidance and counseling (G & C) units so they could be appropriately guided to choose their career trade departments. However, the poor performance of G & C units in many Nigerian TVET schools still leaves much to be desired, as many students are not properly guided on the right career choice. The implication is that many students are influenced by their peers and parents, who recommend courses for them to study based on the job prospects, without considering the passion and talents of such students.

Statement of the Problem

Every primary and secondary school is expected to have well functional and practical G & C unit. The reason is that it is often challenging for some students to make moral and academic advancement without the frequent intervention of the services of guidance and counselors, especially in this age and time. In a functional education system, this unit is meant to be as old as the school itself. For instance, Tien and Lu (2018) noted that the guidance and counseling unit in Taiwanese junior high schools took off since the execution of the 9-year compulsory education in 1968. Thus, G & C is an indispensable unit that serves a vital function in any school that understands the importance of guiding her students properly. Fatchurahman, Bulkani and Supardi (2017) also supported this point when they noted that G & C unit is a fundamental aspect of the education process in schools.

That said, sadly enough, many Nigerian secondary schools, especially the TVET, seem to have made slow progress in their discharge of guidance and counseling responsibilities and initiating practical programs to guide the students effectively. Nweze and Okolie (2014) buttressed the point by stating that guidance and counseling services in the Nigerian education system have not been given adequate awareness. The poor performance could be attributed to inadequate government funding of the education system in the country. Such government attitude has enormous adverse effects on secondary

school students, more especially TVET students. To this end, Dada (2005) asserted that many youths are ignorant of what occupation to undertake, and this undoubtedly leads them to the wrong jobs.

Previously, scholars have tried to bring to limelight the problems associated with dysfunctional G & C unit in many Nigerian schools. These scholars' areas of research include the role of information and communications technology (ICT) in G & C services, G & C services as coping strategy for the improved academic performance of students and the need for a functional G & C program. Whilst these studies were conducted in both secondary and primary schools to create awareness about the problems of G & C in Nigerian schools (which include students' lack of zeal for their studies, mismanagement of their time, immoral behavior and wrong career choices); many schools still face these problems. Therefore, the problems of guidance and counseling may continue to linger and drag the Nigerian education system backward if nothing is done to salvage the situation.

Scholars who have done earlier studies also focused on G & C in primary and secondary schools, but there is a paucity of information on how the performances of G & C unit in TVET schools in Nigeria affect students academic and career choices. Therefore, this study is focused on TVET schools to help create awareness because many countries are emphasizing on TVET as a solution to addressing the issues of gross unemployment and high poverty. Thus, this study tries to address the question: What are the services of G & C unit in TVET schools within Nsukka Education Zone? How do these services affect students' academic and career choices?

Literature Review

In this section, available related literature is reviewed. The literature review is grouped under the following sub-headings of: services of G & C unit in schools; reasons for ineffective services of G & C unit in schools; and the effects of G & C services on students' academic and career choices.

a. Services of G & C units in schools

Scholars such as Modo, Sanni and Mogbo (2013) quipped that G & C is about executing relevant tasks, services and processes with the prospect of helping persons within and outside the school, to achieve their full potential in their emotional, moral, social, academic and vocational developments. Similarly, G & C, according to Akpan (2010, pp:98), is "an educational service that seeks to provide the school child opportunity to obtain holistic educational development that prepares him for a functional life." In the same manner, Nwachuku (2007, pp:22) summarizes the definition of G & C as:

a systematic and organized educational helping service, professionally given by a professionally trained counselor or therapists to a learner of any age, within or outside the school walls at appropriate level. The essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weaknesses, to live a maximum productive life

Modo, Sanni and Mogbo (2013) also added that the three basic services of a guidance counselor can be seen in educational, vocational and personal social services. Egbule (2006) defines educational guidance as helps rendered to pupils and students which enable them to perform well in the school, as it avails them an opportunity to understand themselves and how their potential could be developed. Egbule (2006) also maintains that vocational service in guidance and counseling assists students to choose occupations, make preparations to enter into it, as well as be successful in it. The author specified the vocational service in guidance and counseling as follows:

- To help students understand themselves in terms of their abilities, aptitudes and interests;
- To provide students with broader views about the world of work;
- To enhance students awareness of the various options opened to them and given them the confidence that they can make a reasonable choice from the various options available;
- To develop in the students, the concept of a variety of roles in society; and

- To develop the spirit of job satisfaction and motivation as well as self-actualization in the students after a choice of career has been made.

Similarly, Ugwuebulem and Igbokwe (1996, pp.32) outlined the services of guidance and counselor in students' personal social lives as follow:

- To make the school child happy, well-adjusted and self-confident;
- Identify students' feelings and attitudes towards others and improve on their feelings and attitude, especially if they are negative;
- Identify the nature of students' relationship with friends and associates and ensure that it is a progressive and beneficial one; and
- Help the student to assess and accept himself.

b. Reasons for the ineffective services of G & C units in schools

The factors that militate against a functional G & C program in schools have been identified in the literature and are numerous, as well as varied. These factors are complicated in emerging economies, and encompass lack of: funds, G & C materials, trained teachers; and inadequate policies and practices, such as community standard on sexuality (Alice, Alice and Patrick, 2013). Gesinde (2009) also averred that the factors which lead to ineffective guidance and counseling services in schools are summarized as follows:

Inadequate number of counselor, inadequate/lack of other personnel like cleaner, typist, messenger etc, inadequate/lack of offices for counseling, insufficient infrastructures, excessive administrative work, counselors uncooperative attitude, poor attendance of students for counseling, uncooperative attitude of the head of institution, non-availability of resource persons, absence of sponsors for counseling programmes, unhealthy rivalry from teachers, lack of enough time for counseling because of teaching assignment, insufficient/lack of psychological tests and other materials, inadequate/lack of funds and too many maladaptive behaviours to solve.

C. Effects of G & C services on students' academic and career choices

In their views, Stoops, Raffer and Johnson (1981) in Ajowi, and Simatwa (2010, pp:264) maintained that many disciplinary problems that occurred in many secondary schools might not exist if G & C services were correctly offered. Accordingly, Kochhar's (2003) study observed that many young men and women enroll into tertiary institutions with little knowledge of the courses to select and careers to pursue. Thus, schools are required to proffer solutions to these challenges encountered by the youths (Bruce, 2004). Furthermore, Ntwiga (2015) stated that counseling enables students to understand themselves, as well as identify problems they encounter from their views; while guidance can enhance self-esteem which leads to high academic achievements. The author also added that students need vocational guidance in choosing and preparing for careers of their choices. These statements imply that students may not be able to understand, have high academic achievements and chose a career path without the help of guidance and counselor.

Purpose of the Study

The overall aim of this study is to understand how effective (or ineffective) the services of G & C unit in Nigerian TVET secondary schools are in tackling the problems of students' academic and career choices and why. Specifically, the study tries to identify:

1. The services of G & C unit in TVET secondary schools in Nsukka Education Zone of Enugu State (NEZOES).
2. Whether the services of G & C unit in TVET secondary schools in (NEZOES) are effective or ineffective, and why.
3. The impacts of such services on TVET students' academic and career choices in NEZOES.

Research Questions

1. What are the services of G & C unit in TVET secondary schools in NEZOES?
2. How effective or ineffective are the services of G & C unit in Nigerian TVET secondary schools in NEZOES and why?
3. What are the impacts of such services on TVET students' academic and career choices in NEZOES?

Methodology

This study adopted a descriptive survey research design for answering the research questions. TVET secondary schools within Nsukka Education Zone of Enugu State, Nigeria, were selected as the case study. The choice of TVET schools is because of: the poor image associated with TVET, which affects some students' perception about pursuing a career in such schools. There is also a misconception among many people in Nsukka area that most students from TVET schools constitute a more significant number of miscreants, as well as a paucity of information to understand if this is true or not. Nsukka education zone was equally chosen for its nearness to the researchers as academics within the study area. The population of the study comprised three guidance counselors and 582 senior secondary one (SS1) students from the three out of the seven TVET schools that had guidance and counselors in the zone.

SS1 students were chosen because they are expected to choose their career trade subjects after the completion of their junior secondary three (JSS3) class. Simple random sampling method was used to obtain a sample size of 60 students from a total of 582, while that of the guidance counselors remained the same. A structured questionnaire was used to collect data from the research participants, and Cronbach alpha method was used to determine the internal consistency of the items in the questionnaire with the reliability scale at 0.71. Mean was used to analyze the results from the participants' responses; while standard deviation (sd) was used to determine how varied the individual responses are from the mean. As a decision rule, a mean of 2.5000 and above is considered as either "Agreed" in some cases or "Effective" as the case may be, but when it is less than 2.5000, it is taken as "Disagreed" or "Ineffective". On the other hand, an sd of 0.0000 indicates that all individual responses did not deviate from the mean at all; while an sd less than 1.0000 shows that individual responses deviated a little, but not up to one point above the mean value.

Results

1. Research question 1: What are the services of G & C unit in TVET secondary schools in NEZOES?

Table 1: The services of G & C units in TVET secondary schools in NEZOES

S/N	Item Statements	X	X Decision	SD
	My services as a guidance counselor include planning and executing:			
1	Students forum	3.6000	A	0.5477
2	Teachers forum	3.4000	A	0.5477
3	Parents forum	3.0000	A	0.7071
4	Career week seminars	3.8000	A	0.4472
5	Counseling sessions with students	3.0000	A	0.0000
6	Occupational therapy	3.8000	A	0.4472
7	Placement and follow up	3.2000	A	0.4472
8	Record keeping	3.8000	A	0.4472
9	Guidance orientation	4.0000	A	0.0000

Key: X = mean, Sd = standard deviation, A = Agreed

The presentation in table 1 (pp:19) indicates that students forum (mean: 3.6000; sd: 0.5477), teachers forum (mean: 3.4000; sd: 0.5477), parents forum (mean: 3.000; sd: 0.7071), career week seminars (mean: 3.8000; sd: 0.4472), counseling sessions with student(s) (mean: 3.0000; sd: 0.0000),

occupational therapy (mean: 3.8000; sd: 0.4472), placement and follow-up (mean: 3.2000; sd: 0.4472), record keeping (mean: 3.8000; sd: 0.4472) and guidance orientation (mean: 4.000; sd: 0.0000) are the services of G & C unit in TVET secondary schools in NEZOES.

2. Research question 2: How effective or ineffective are the services of G & C unit in Nigerian TVET secondary schools in NEZOES and why?

Table 2: The effectiveness or ineffectiveness services of G & C units in TVET secondary schools in NEZOES

S/N	Item Statements	X	X Decision	SD
	My services as a guidance counselor are effective or ineffective			
10	Students forum	1.8000	IE	0.8367
11	Teachers forum	1.4000	IE	0.5477
12	Parents forum	1.2000	IE	0.4472
13	Career week seminars	1.0000	IE	0.0000
14	Counseling sessions with students	2.0000	IE	0.0000
15	Occupational therapy	1.4000	IE	0.5477
16	Placement and follow up	1.0000	IE	0.0000
17	Record keeping	1.0000	IE	0.0000
18	Guidance orientation	3.2000	E	0.4472

Key: X = mean, Sd = standard deviation, IE = Ineffective, E = Effective

The second research question aimed at understanding how effective or ineffective the services of G & C are in NEZOES and why it is so. The result presentation in table 2 (pp:20) suggests that the G & C service are grossly ineffective in TVET secondary schools in NEZOES (students forum (mean: 1.8000; sd: 0.8367), teachers forum (mean: 1.4000; sd: 0.5477), parents forum (mean: 1.2000; sd: 0.4472), career week seminars (mean: 1.0000; sd: 0.0000), counseling sessions with student(s) (mean: 2.0000; sd: 0.0000), occupational therapy (mean: 1.4000; sd: 0.5477), placement and follow-up (mean: 1.0000; sd: 0.0000), record keeping (mean: 1.0000; sd: 0.0000) and guidance orientation (mean: 3.2000; sd: 0.4472)). Except for guidance orientation which was tested as being effective, other services are ineffective. Thus could be because of the many challenges affecting the education sector in the study area.

3. Research question 2b: Why are the services of G & C units in Nigerian TVET secondary schools in NEZOES ineffective?

Table 3: Why the services of Guidance Counselors are ineffective in TVET secondary schools in NEZOES

S/N	Item Statements	X	X Decision	SD
	My services as a guidance counselor are ineffective because of:			
19	Non referral of cases from school management	3.4000	A	0.5477
20	Services of guidance counselors allocated to other teachers	3.4000	A	0.5477
21	Guidance counselors not included in school management affairs	3.2000	A	0.4472
22	Lack of facilities	3.2000	A	0.4472
23	Limited number of guidance counselors	3.4000	A	0.5477
24	Lack of cooperation by the government	2.6000	A	0.5477

Key: X = mean, Sd = standard deviation, A = Agreed

Since the results on table 2 (pp:20) showed that the services of G & C in TVET schools in NEZOES were ineffective, efforts were made to understand why such was the case. Data displayed in table 3 (pp:20) showed that non-referral of cases from school management (mean: 3.4000; sd: 0.5477), services

of guidance counselors allocated to other teachers (mean: 3.4000; sd: 0.5477), guidance counselors not included in school management affairs (mean: 3.2000; sd: 0.4472), lack of facilities (mean: 3.2000; 0.4472), limited number of guidance counselors (mean: 3.4000; sd: 0.5477) and lack of cooperation from the government (mean: 2.6000; sd: 0.5477) are responsible for the ineffective services of G & C units in TVET secondary schools in NEZOES. These results suggest that the challenges facing G & C services in TVET schools in NEZOES are not peculiar to the area, but similar to what obtains in other regions in Enugu State and Nigeria.

4. Research question 3: What are the impacts of such services on TVET students' academic and career choices in NEZOES?

5. Table 4: Impacts of ineffective G & C unit on TVET students academic and career choices

S/N	Item Statements	X	X Decision	SD
As a TVET student, the ineffective services of G & C unit in my school impacts me as thus:				
25	Low self esteem	2.9500	A	0.6746
26	Lack of zeal for learning	3.0667	A	0.6342
27	Lack of sense of academic purpose	2.9000	A	0.6023
28	Ignorance of career choice and what it entails	2.9500	A	0.4667
29	Lack of drive to be academically successful in the future	2.7333	A	0.4460
30	Lack of motivation to continue with TVET after secondary education	3.3000	A	0.7202

Key: X = mean, Sd = standard deviation, A = Agreed

The data represented in table 4 (pp:21) shows that low self esteem (mean: 2.9500; sd: 0.6746), lack of zeal for learning (mean: 3.0667; sd: 0.6342), lack of sense of academic purpose (mean: 2.9000; sd: 0.6023), ignorance of career choice and what it entails (mean: 2.9500; sd: 0.4667), lack of drive to be academically successful in the future (mean: 2.7333; sd: 0.44600 and lack of motivation to continue with TVET after secondary education (mean: 3.3000; sd: 0.7202) are the impacts of ineffective services of G & C unit on Nigerian TVET students academic and career choice in NEZOES.

Discussion

The services of G & C units in Nigerian TVET secondary schools in NEZOES

The findings of this study suggest that some significant challenges are facing the services of G & C in TVET schools within NEZOES. From the study, it was identified that guidance and counselors are expected to plan and execute services such as students' forum, teachers' forum, parents forum, career week seminar, occupational therapy, counseling sessions with students, placement and follow-up, record keeping and guidance orientation. These findings are similar to Mapfumo (2001) who states that there are four components which must make up G & C services: personal/social guidance, educational guidance, careers guidance, and an active orientation programme for new students, and those proceeding to higher education levels within the school. In line with this finding, Whiston (2003) aver that G & C services give room for personal and educational counseling, career development and placement to further education and work, in transitional stages of instruction. Similarly, Nweze and Okolie (2014) opine that counselors can utilize career decision-making as a tool to teach students about different careers. The author also states that the services of guidance and counselors are greatly needed in placing talents where it is most needed.

How effective or ineffective the services of G & C unit are in TVET secondary schools in NEZOES

The results from the second research question suggest that except for guidance orientation, the other services of G & C units as established in research question 1 are ineffective. This is as a result of certain factors which were presented in table 3. These factors include the non-referral of cases from school management, services of guidance counselors allocated to other teachers, guidance counselors are not

included in school management affairs, lack of resources, the limited number of guidance and counselors in the schools and lack of cooperation from the government. In support of these findings, Nyamwange, Nyakan and Ondima, (2012) found out that 57.2% of their respondents agreed that G & C offices are insufficient, while 76.2% agreed that G & C resource centres are insufficient.

In this study, the researchers observed that it was just one out of the three schools used as case study that have a temporal G & C office with just a table and two chairs; no shelf, record book, files and other counseling resources. Only one of the schools has professional guidance and counselor whose ratio to that of the students is about 1:2000; the rest have one teacher counselor per school. In support of this point, Nweze and Okolie (2014) concluded that there had been lack of trained school counselors in secondary schools and colleges, and lack of sufficient time, facilities and orientation materials for use by counselors. Accordingly, Idowu (2004) lamented that the majority of the teacher counselors are overwhelmed with duties and often suffer from professional burnout

In the schools visited, some of the counselors complained that they receive no cooperation from neither the school management nor the government. The only services which the counselors can plan for sometimes and organize are students and teachers forum as well as guidance orientation. Except for guidance orientation which happens annually, the other two forums are carried out only on the insistence of the government any year they deem fit. The guidance and counselors described their services as just “dormant”, which is a cause to worry. This also accounts for why the study made use of only three out of the seven TVET schools in the zone because the other four do not have G & C unit.

Impacts of the ineffective services of G & C unit on TVET students’ academic and career choices

The results from the third research question shed light on the fact that the ineffective G & C services in TVET schools within NEZOES have some negative impacts on the students. These impacts as established in table 4 are low self-esteem, lack of zeal for learning, lack of academic purpose, ignorance of career choice and what it entails, lack of drive to be academically successful in the future and lack of motivation to continue with TVET after secondary education. Some students who participated in the study confessed to the researchers that they enrolled in TVET schools because their parents felt they are not competent enough academically and so pushed them to the supposed “land of loafers” so they could acquire skills. Students who come to TVET schools with this kind of notion ought to be counseled in order to change this erroneous impression that they have about TVET. Rather than counseling them, some teachers give up on such students and assume that they are miscreants in society. The implication is that some of these students become aimless and develop negative attitudes towards their studies and life in general.

In line with these observations, Ugwu (2019) argues that students no longer motivated to learn; and as such, they require the help and counseling of a G & C. Similarly, Dada (2005) asserts that many youths are ignorant of what occupation to undertake, and this undoubtedly leads them to the wrong jobs. In the same vein, Nweze and Okolie (2014) also state that, to in helping students to widen their potentials, the school G & C services must be sufficient to guide them to the requirements of specific occupations. Accordingly, Ondima, Mokogi, Ombaba and Osoro (2013) found out that majority of students (55.0%) felt that G & C contributed towards enhancing their career competencies as it enabled them to connect to what they learned in school, the realities of life and the job market. This implies that ineffective G & C services have negative impacts on students’ academic and career choices, both within and outside TVET schools.

Conclusion

The findings of this study have established that G & C unit is very crucial to the success of any school, to help guide students, especially in the TVET. The reason is that TVET schools have poor image representation as one of its significant challenges, which has led many people to see TVET schools as dumping grounds for students who cannot measure up both academically and in morals. The students buy this view and, therefore, consider themselves inferior to students in non-technical schools. This

situation has undoubtedly led to some educational challenges (lack of zeal to learn, low self-esteem, immoral behaviours and lack of focus) in Nigerian TVET secondary schools. Therefore, because of this anomaly, the researchers are concluding that the services of G & C unit are needed to help change the narratives of the students about TVET.

From the findings, it can also be concluded that the poor performance of G & C unit in TVET secondary schools in NEZOES, influence students' academic and career choices. These challenges are seen in the areas of students having: low self-esteem, lack of zeal for learning, lack of academic purpose, ignorance of career choice, lack of drive to be academically successful in the future and lack of motivation to continue with TVET after secondary education. This is not good because Nigeria being one of the emerging economies requires TVET to help revive the country from unemployment and poverty through skill acquisitions. Examples of countries that thrived through TVET are Singapore and China. Hence, the Nigerian government should support the services of G & C unit in the TVET secondary schools if they want to grow like other countries.

Whilst the findings of this study cannot be generalized for all the education zone in Enugu State, they suggest that the challenges facing TVET secondary schools in the zone, because of the poor performance of G & C unit are likely to also affect students' academic and career choices in other TVET secondary schools in other states of the federation. This means that the challenges are not peculiar to only the zone studied. Therefore, the researchers consider these challenges as national issues that require prompt attention from the government and other education stakeholders.

Recommendations

To address the challenges of the poor performance of G & C unit in Nigerian TVET secondary schools, the researchers recommend that the government should establish functional and well equipped G & C unit in all TVET secondary schools. They should cooperate and support guidance counselors as well as ensure that the management of every school cooperates with and include them in managerial affairs of the school. The schools' management should also be mandated to refer students' moral, academic and career choice cases to the G & C unit, to enable them to do their jobs effectively as required. The guidance and counselors should also be excluded from academic teaching sessions so that they can concentrate and expend their energy on their counseling jobs. G & C programmes should equally be included in school timetables so that the counselors would have their jobs well spelled out for them, and none of the students would pass through the schools without knowing what they want in life after graduation. On that note, students should be encouraged to seek the services of G & C unit more frequently. The guidance and counselors should also make friends with the students so that they can easily take them into confidence and feel more relaxed to open up to them on matters of importance and personal.

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