

THE SIGNIFICANCE AND POSSIBLE CHALLENGES IN THE USE OF MODERN INSTRUCTIONAL TECHNOLOGIES FOR GUIDANCE AND COUNSELLING SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study examined the significance and possible challenges in the use of modern instructional technologies for Guidance and Counselling service delivery in public secondary schools in Anambra State, Nigeria. Descriptive survey research design was adopted in carrying out the study. Multistage simple random sampling technique was used to select 245 subjects comprising 118 secondary school management and 127 guidance counsellors in Ogidi Education Zone of Anambra State. The instrument for data collection for the study was a close-ended structured questionnaire validated by three experts. For the purpose of ascertaining the reliability of the instrument, Cronbach Alpha reliability method was used which yielded a coefficient of 0.82. Out of the 245 copies of the questionnaire administered, 233 copies were retrieved and considered suitable for use for the study. Data extracted from the 233 copies were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. Based on the data collected and analysed, the study identified 12 means of using modern instructional technologies, 12 rationales of using modern instructional technologies and 13 possible challenges of using modern instructional technologies for guidance and counselling service delivery to students in public secondary schools in the state. The findings on hypotheses tested showed no significant ($p < 0.05$) differences in the mean ratings of management bodies and guidance counsellors. The study inter alia recommended that the government of the state and secondary school management should ensure adequate fund for procurement of necessary modern instructional facilities for functional services of guidance and counseling services in secondary schools in the state.

Keywords: Guidance and counselling, modern technologies, public secondary schools, service delivery, Anambra State.

Introduction

Secondary school is a crucial stage of education for preparing individuals, especially youths for both personal and national development. It is the form of education immediately after elementary or primary school education. Secondary school, according to Udoh-Uwah (2015) is the intermediate level of education which is an inevitable bridge between the primary

school and higher institution. It begins generally at about the age of 10 to 11 years and continues for about the next six (6) years (Brickman, 2009). The importance of secondary school as reported by Ige (2013) cannot be overemphasized because of the roles it plays in future educational pursuit of individuals. Ige (2013) further added that apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level. In affirmation, Ekundayo (2010) submitted that the broad objective of secondary education include preparation for useful living within the society and for higher education. Federal Republic of Nigeria (2014) in the national policy on education stated that secondary school education prepares the individuals for useful living within the society and for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for relevant occupation. Hence, the relevance of secondary school education to knowledge, occupational skill acquisition and future career development of students make guidance and counselling very crucial at secondary school level.

Guidance and counselling is a relationship between a professional counsellor and a client who seek for professional help on a particular personal issue. This relationship is usually person-to-person, and may sometimes involve more than two people. According to Adeusi, Adekeye and Babalola (2015), guidance and counselling is designed to assist clients to understand and clarify their views of their life, and to learn to attain their self-determined goals through meaningful, well-informed choices and through resolution of challenges of an emotional or interpersonal nature. In educational setting, the report of University of Louisville (2012) substantiated that school guidance counsellors play a powerful role in the career development of students. Sharing a similar opinion, Adeusi, Adekeye and Babalola (2015) added that counselling and guidance services in schools avails students opportunity for increased career development and awareness for higher levels of career exploration and planning. Further, long-term effects of career counselling resulted in higher levels of success in transitioning into life roles, a better sense of direction in their careers, and higher levels of overall life satisfaction. Lapan, Gysbers, and Sun (2007) noted that students who have access to guidance and counselling programmes are more adjusted, positive and having greater feelings of belonging and safety in their future career. Amoah, Kwofie and Kwofie (2015) noted that guidance counsellors in Nigerian secondary schools have an important role in advocating for broad based career plans that focus on the students' interests and abilities which give the students increase future career options. Considering the significant roles of school guidance counsellors in the life of the youths therefore, the use of modern technologies is crucial due to its proven efficacy in learning and stimulating the interest of students.

Modern technologies have become integral part of the instructional process resulting in the development of new concepts in the logistics of instruction. Madu, Udegbumam and Odimegwa (2015) stated that the use of modern instructional technologies such as ICTs has made teaching and learning a bit easier, concrete, real and more result-oriented. Since the introduction of ICT, there has been a growing concern for the use of new technologies. Modern instructional technology as defined by Redmann and Kotrlik (2008) is the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific

instructional function. In the submission of Ezenwafor (2012), new technologies in teaching and learning include the use of broadcast materials or CD-ROM for information collection and storage, micro-computers with software applications to write or produce documents, internet browsing using search engines, windows, messenger, yahoo, chat room, utilizing different computer software applications such as word processors, spreadsheets, power point, desktop publisher, graphics among others.

Modern technology integration for instruction focus on how to use technology to support the way teaching and learning is currently being done in schools (Reigebuth & Joseph, 2002). In the opinion of Madu, Udegbunam and Odimmega (2015) the use of modern technologies enhance teaching and learning in schools to meet the demands of the current trends in academics. Nedum-Ogbede (2016) noted that modern technologies for instruction are designed to help the students acquire the basic skills that will make them employable and relevant in the ever-changing business environment. This is because, instructional technologies prepare students for variety of careers in high-tech business offices. Unfortunately, the reality on ground in Nigerian public secondary schools revealed dearth and absolute lack of modern technologies for instruction let alone for guidance and counselling services in the schools. Ekpenyong (2004) affirmed that the use of old technologies in secondary schools is characterized by fatigue, poor relationship between students and teachers, low motivation for learning, teacher-centered and low retention of knowledge. This is the true picture of public secondary schools in Anambra State, as most schools visited by the researcher lacked basic modern technologies for instructions and effective service delivery of the school personnel and the guidance counsellors. It was based on this background that this study was carried out to empirically determine the significance and possible challenges in the use of modern instructional technologies for guidance and counselling service delivery in public secondary schools in Anambra State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the significance and possible challenges in the use of modern technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State, Nigeria. Specifically, the study identified:

1. Modern instructional technologies for guidance and counseling service delivery in public Secondary Schools in Anambra State.
2. The rationales for modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.
3. Possible challenges in effective use of modern instructional technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State.

Research Questions

In line with the above specific purposes, the study answered the following research questions:

1. What are modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State?
2. What are the rationales for modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State?

3. What are the possible challenges in effective use of modern instructional technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State?

Research Hypotheses

- i. There is no significant difference between the mean ratings of school management and guidance counsellors on the modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.
- ii. There is no significant difference between the mean ratings of school management and guidance counsellors on the rationales for modern technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.
- iii. There is no significant difference between the mean ratings of school management and guidance counsellors on the possible challenges in effective use of modern technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State.

Method

The study was conducted in Anambra State, Southeast Nigeria. Three research questions and three null hypotheses were developed to guide the study while descriptive survey research design was adopted. Descriptive survey research design according to Check and Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. Ponto (2015) stated that survey research can use quantitative research strategies using questionnaire with numerically rated items, qualitative research strategies using open-ended questions, or both strategies for data collection. Therefore, descriptive survey design was found suitable for this study because questionnaire was used to collect data from the respondents who are secondary school management (principals and vice principals) and guidance counsellors in public secondary schools in Anambra State.

Multistage simple random sampling technique was used to select 245 subjects comprising 118 school management and 127 guidance counsellors used for the study. The first stage of the sampling involved random selection of Ogidi Education Zone of Anambra State. The Education zone is made up of three (3) local government areas namely: Idemili North, Idemili South and Oyi Local government areas. At the second stage, random sampling was used to select two Local Government Areas (Idemili North and Oyi) out of the three existing Local Government Areas in the zone. The third stage involved selection of all the 118 school management (59 principals and 59 vice principals) and 127 guidance counsellors in public secondary schools in the two Local Government Areas making a total of 245 respondents for the study.

The instrument for data collection for the study was a close-ended structured questionnaire. The questionnaire was divided into four sections (A to D). Section A was structured to obtain personal data of the respondents while sections B, C and D were structured to elicit data on research questions 1, 2 and 3 for the study. The response options for research questions 1, 2 and 3 were structured on a 4-point rating scale of: Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with corresponding values 4, 3, 2, and 1 respectively. The instrument was validated by three experts who include two guidance counsellors from Delta State University, Abraka and one from Federal College of Education

Technical Asaba, Delta State. For the purpose of ascertaining the reliability of the instrument, 15 copies of the validated instrument were trial-tested on 15 similar respondents (secondary school management and guidance counsellors) in public secondary schools in Delta State. The data collected were analysed using Cronbach Alpha reliability method that yielded a coefficient of 0.82.

The data for the study were collected with the help of four research assistants which are teachers in some of the schools used for the study. The 245 copies of the instrument were administered to the respondents using personal contact approach. Out of the 245 copies of the questionnaire administered, 233 copies were retrieved and considered suitable for use for the study. Data extracted from the 233 copies were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. In taking decision on the research questions, criterion reference point of 2.50 was used on 4-point rating scale which was computer thus:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50 \text{ (Criterion reference point).}$$

Based on the obtained criterion reference point value, any item with mean value of 2.50 and above was interpreted as “Agreed” while items with mean values less than 2.50 were interpreted as “Disagreed”. On the null hypotheses tested, the hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was to be rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

Results

Research Question One

What are modern instructional technologies for guidance and counseling service delivery in public Secondary Schools in Anambra State?

Table 1: Mean Ratings of Modern Instructional Technologies for Guidance and Counselling Service Delivery in Public Secondary Schools in Anambra State.

SN	Modern technologies for G & C service delivery include:	$\bar{X}$	SD	Rmks
1	Utilization of video conference in guidance and counselling services in schools	3.50	0.61	Agree
2	The use of audio visual such as power point/projector for instructional and guidance and counselling services	3.60	0.54	“
3	Using suitable computer programmes and software to complement teaching and guidance and counselling.	3.55	0.52	“
4	Intensified use of mobile technologies such as smart phones, Laptops, Tablet (IPAD), MP3 players and E-book reader by counsellors.	3.57	0.59	“
5	Using social medial platforms such as Facebook, Twitter, Whatsapp, and instagram for guidance and counselling service delivery	3.37	0.62	“
6	Uploading guidance and counselling notes and instruction on YouTube for students	3.30	0.64	“
7	Using students through the use of Skype to share guidance and counselling experience with students	3.26	0.61	“
8	Creating a perfect E-learning guidance and counselling environment for effective service delivery in secondary schools	3.58	0.56	“

9	Integrating the use of Computer Based Test (CBT) in guidance and counselling students' professional assistance and evaluation.	3.21	0.67	"
10	Integrating the use of Web Based Test (WBT) in guidance and counselling students' assistance and assessment	3.32	0.71	"
11	The use of simulation games for guidance and counselling service delivery to concerned students	3.22	0.68	"
12	Use of AUTOCAD in guidance and counselling for students' career, occupational and behavioural assistance.	3.67	0.52	"
Cluster Summary		3.42	0.60	Agree

Note: $\bar{X}$ = Mean; SD = Standard Deviation; No of respondents = 233.

The mean ratings of the respondents in Table 1 ranged from 3.21 to 3.67 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 12 items in the table are modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.

Research Question Two

What are the rationales for modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State?

Table 2: Mean Ratings of Rationales for Modern Instructional Technologies for Guidance and Counseling Service Delivery in Public Secondary Schools in Anambra State.

SN	The rationales for modern instructional technologies include:	$\bar{X}$	SD	Rmks
1	Modern instructional technologies reduce the distance barrier in delivering guidance and counselling service.	3.38	0.78	Agree
2	Modern instructional technologies establishes a bridge between the formal and informal learning spaces for better understanding	3.71	0.63	"
3	Modern instructional technologies motivate and stimulate students for learning and reduce boredom	3.46	0.61	"
4	Modern instructional technologies create advantage for better performance and career adjustment for students.	3.57	0.78	"
5	Students can play back audio and video of interactions with guidance counsellors for better understanding	3.56	0.98	"
6	The use of modern instructional technologies make career, occupational and behavioural assistance of students easier.	3.49	0.62	"
7	The use of modern instructional technologies is more of learner-centred approach than teacher-centred	3.39	0.64	"
8	The use of modern instructional technologies makes evaluation of students' behavioural changes easier.	3.59	0.55	"
9	Modern instructional technologies stimulate students' interest in learning and guidance and counselling service instruction.	3.41	0.87	"
10	Modern instructional technologies enhance information sharing of guidance counsellors with students.	3.73	0.54	"
11	The use of modern instructional technologies make guidance and counselling with students more interactive and interesting	3.48	0.67	"
12	Modern instructional technologies help in building strong value for technologically-advanced workforce.	3.63	0.68	"
Cluster Summary		3.53	0.69	Agree

Note: $\bar{X}$ = Mean; SD = Standard Deviation; No of respondents = 233.

The mean ratings of the respondents in Table 2 ranged between 3.38 to 3.73 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This shows that the 12 items in the table are the rationales for modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.

Research Question Three

What are the possible challenges in effective use of modern instructional technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State?

Table 3: Mean Ratings of the Possible Challenges in Effective Use of Modern Instructional Technologies for Enhanced Service Delivery of Guidance Counsellors in Public Secondary Schools in Anambra State.

SN	Challenges in the use of modern technologies in G & C include:	$\bar{X}$	SD	Rmks
1	The fear of theft of modern instructional technologies and associated information lost.	3.59	0.55	Agree
2	Problem of internet connectivity is a major limitation in the use of modern instructional technologies.	3.43	0.56	"
3	Cost of maintenance is a major barrier for end users of modern instructional technologies.	3.36	0.59	"
4	Durability and fragile nature of most of the modern instructional technologies devices is a major challenge	3.45	0.52	"
5	The challenge of unstable power supply for modern instructional technologies and devices could be frustrating.	3.67	0.63	"
6	Possibility of techno-phobia of being afraid of new technologies is a challenge of modern instructional technologies for learning purposes	3.35	0.59	"
7	Possible environmental disturbance in the use of modern instructional technologies by guidance counsellors.	3.39	0.68	"
8	Non willingness of some lecturers to adopt the use of modern instructional technologies for instructional delivery.	3.68	0.53	"
9	Poor maintenance culture in effective use of modern instructional technologies and devices.	3.65	0.55	"
10	The challenges of poor battery life span are common phenomena in the use of modern instructional technologies.	3.31	0.62	"
11	The high cost of purchasing modern instructional technologies could be challenging.	3.64	0.56	"
12	Inadequate incentives to guidance counsellors to acquire the needed modern instructional technologies for service delivery	3.66	0.53	"
13	Poor funding of public schools resulting to inadequacy and lack of needed modern instructional technologies.	3.44	0.62	"
Cluster Summary		3.50	0.57	Agree

Note: $\bar{X}$ = Mean; SD = Standard Deviation; No of respondents = 233.

The mean ratings of the respondents in Table 3 ranged between 3.31 to 3.68 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This shows that the 13 items in the table are the possible challenges in effective use of modern instructional technologies

for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State.

Testing of Hypotheses

Hypothesis One

There is no significant difference between the mean ratings of school management and guidance counsellors on the modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.

Table 4: t-test of Statistics of the Significant Difference between the Mean Ratings of School Management and Guidance Counsellors on the Modern Instructional Technologies for Guidance and Counselling Service Delivery in Public Schools

Variables	N	$\bar{X}$	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
School Mgmt	113	3.40	0.53	231	0.027	0.32	1.96	0.05	NS
School G /C	120	3.44	0.57						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 reveal that the t-calculated (t-cal) value of 0.32 is less than the t-critical (t-tab) value of 1.96 at 231 degree of freedom. This suggests that there is no significant ($p < 0.05$) difference between the mean ratings of the responses of school management and guidance counsellors on the modern instructional technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State. The null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is therefore accepted for hypothesis one.

Hypothesis Two

There is no significant difference between the mean ratings of school management and guidance counsellors on the rationales for modern technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State.

Table 5: t-test of Statistics of the Significant Difference between the Mean Ratings of School Management and Guidance Counsellors on the Rationales for Modern Technologies for Guidance and Counselling Service Delivery in Public Schools

Variables	N	$\bar{X}$	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
School Mgmt	113	3.57	0.62	231	0.022	0.73	1.96	0.05	NS
School G /C	120	3.48	0.70						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 5 shows that the t-calculated (t-cal) value of 0.73 is less than the t-critical (t-tab) value of 1.96 at 231 degree of freedom. This indicates that there is no significant ($p < 0.05$) difference between the mean ratings of the responses of school management and guidance counsellors on the rationales for modern technologies for guidance and counselling service delivery in public Secondary Schools in Anambra State. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is accepted for hypothesis two.

Hypothesis Three

There is no significant difference between the mean ratings of school management and guidance counsellors on the possible challenges in effective use of modern technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State.

Table 6: t-test of Statistics of the Significant Difference between the Mean Ratings of School Management and Guidance Counsellors on the Challenges of use of Modern Technologies for Enhanced Service Delivery of Guidance Counsellors

Variables	N	$\bar{X}$	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
School Mgmt	113	3.48	0.55	231	0.035	0.47	1.96	0.05	NS
School G / C	120	3.53	0.49						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 6 above shows that the t-calculated (t-cal) value of 0.47 is less than the t-critical (t-tab) value of 1.96 at 231 degree of freedom. This signifies that there is no significant ($p < 0.05$) difference between the mean ratings of the responses of school management and guidance counsellors on the possible challenges in effective use of modern technologies for enhanced service delivery of guidance counsellors in public secondary schools in Anambra State. Hence, the null hypothesis of no significant

($p < 0.05$) difference in the mean ratings of the responses of the two groups of respondents is accepted for hypothesis three.

Discussion of Findings

The study identified modern instructional technologies for guidance and counselling service delivery in public Secondary Schools to include: utilization of video conference in guidance and counselling services in schools, audio visual such as power point/projector for instructional and guidance and counselling services, suitable computer programmes and software to complement teaching and guidance and counselling, mobile technologies such as smart phones, Laptops, Tablet (IPAD), MP3 players and E-book reader by counsellors, social medial platforms such as Facebook, Twitter, Whatsapp, and instagram for guidance and counselling service delivery, uploading guidance and counselling notes and instruction on YouTube for students and using students through the use of Skype to share guidance and counselling experience with students among others. The findings of this study is in line with that of Nedom-Ogbede (2016) who identified modern technologies to facilitates teaching and learning to include: projectors, e-mail, smart boards, mimeo boards, teleconferencing, video conferencing, e-book reader and streaming videos.

The rationales for modern instructional technologies for guidance and counselling service delivery in public Secondary Schools as found by the study are: modern instructional technologies reduce the distance barrier in delivering guidance and counselling service, establishing a bridge between the formal and informal learning spaces for better understanding, motivate and stimulate students for learning and reduce boredom, students can play back audio and video of interactions with guidance counsellors for better understanding, modern technologies create advantage for better performance and career adjustment for students, modern instructional technologies is more of learner-centred approach than teacher-centred and stimulate students' interest in learning and guidance and counselling service instruction. The findings of this study is in agreement with that of Shehu and Promise (2015) who found that the use of modern technologies enhance research activities, awareness services of update of knowledge, reduce boredom, stimulate interest in learning and improvement of personal competencies for academic excellence.

The possible challenges in effective use of modern instructional technologies for enhanced service delivery of guidance counsellors in public secondary schools as identified by the study include: the fear of theft of modern instructional technologies and associated information lost, problem of internet connectivity is a major limitation in the use of modern instructional technologies, cost of maintenance is a major barrier for end users of modern instructional technologies, durability and fragile nature of most of the modern instructional technologies devices is a major challenge, the challenge of unstable power supply for modern instructional technologies and devices could be frustrating, possible environmental disturbance in the use of modern instructional technologies by guidance counsellors, poor maintenance culture in effective use of modern instructional technologies and devices and high cost of purchasing modern instructional technologies could be challenging. In conformity with the findings of this study, Amiaya and Ranor (2015) identified the challenges to the use of modern learning technologies to include: connectivity and battery life span are common phenomena, accessibility and cost barriers for end users are common, durability and obsolescence of the handheld devices, subject of mobility in the content of mobile learning is a challenge.

Conclusion

The study examined the significance and possible challenges in the use of modern instructional technologies for Guidance and Counselling service delivery in public secondary schools in Anambra State, Nigeria. Data were collected from randomly selected management bodies and guidance counsellors from public secondary schools in Ogidi Education Zone of Anambra State. Based on the data collected and analysed, the study identified 12 means of using modern instructional technologies for guidance and counselling services, 12 rationales of using modern instructional technologies and 13 possible challenges of using modern instructional technologies for guidance and counselling service delivery to students in public secondary schools in the state. The findings on hypotheses tested showed no significant ($p < 0.05$) differences in the mean ratings of management bodies and guidance counsellors. From these findings, the study concluded that intensified use of modern technologies will enhance the serviced delivery of guidance counsellors to secondary school students in the state and efforts of the relevant stakeholders towards addressing the challenges identified will further strengthen guidance and counselling services in public secondary schools in Anambra State, Nigeria.

Recommendations

Based on the above findings and conclusion, the researcher therefore recommended that:

1. The government of the state and secondary school management should ensure adequate fund for procurement of necessary modern instructional facilities for functional services of guidance and counselling services in secondary schools in the state.
2. There should be recruitment and retraining of school guidance counsellors in effective use of modern technologies for guiding and counselling students.
3. There should be adequate provision for required modern technologies with conducive environment in order to achieve the desired of quality career, vocational and behavioural guidance and counselling of students.

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