

Exploring Ways of Improving Counsellors' Work Efficiency for Sustainable Development of Guidance and Counselling Programmes in Secondary Schools in Delta State

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Abstract

This study explored the different ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary school in Delta State. Three research questions were raised 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. Sample size for the study was 236 counsellors (50%) selected using the stratified random sampling technique. A 21-item questionnaire developed by the researcher and titled "Exploring Ways of Improving Counsellors' Work Efficiency for Sustainable Development of Guidance and Counselling Programmes Questionnaire (EWICWESDGCPO)" served as instrument for data collection. Both validity and reliability of the questionnaire were established in the present study. Data were analyzed using mean score at 2.50 rating and standard deviation. Findings of the study indicated among others that the various ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes through adequate mobilization of guidance counselling resources, utilization of various means of motivations, and constant support for counsellors' capacity building training were not been explored in secondary schools in Delta State. From the findings, it was recommended among others, that the Delta State government in collaboration with the Post Primary Education Board (PPEB) should provide funds for adequate mobilization of guidance counselling resources which will aid in improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in the State.

Keywords: Counsellors, improvement, efficiency, mobilization.

Introduction

Counsellors are very important human resources in the guidance and counselling programmes in the secondary schools. They play essential roles in character formation, development of human personalities and making good career choices in the guidance and counselling programmes in schools. According to Chaudhary (2018) and the Nalanda International School, Vadodara (2020), guidance and counselling programmes is the process which helps the students to know their values, skills, interests and personality which will help them in further career selection. Guidance and Counselling services could be said to be the life wire of any educational system which is concerned with both human and society development. It is concerned with helping students towards addressing and resolving specific value, behavioural, vocational, social and educational problems, likewise, making decisions, coping with crisis, improving relationships and developing personal awareness. It also involves working with feelings, thoughts, perceptions and conflicts. Guidance and counselling is one of the most important educational support services that contributes to the social, physical, mental and emotional development of students. In the school system, there exists some important guidance and counselling programmes which includes educational or academic guidance and counselling, socio-personal guidance and counselling, and vocational or career

guidance and counselling, among others. Educational or academic guidance and counselling addresses all aspects of education including educational problems that students face during the years when they receive education in school. According to Ojo and Rotimi (2014), educational or academic guidance and counselling covers curriculum, the methods of instruction, extra-curricular activities, disciplines, problems associated with both teachers and students, among others. It comprises both information and academic guidance and counselling. Socio-personal guidance and counselling as perceived by Coleman (2017), helps in the emotional, physical, spiritual, social and mental development of an individual. It is meant to provide assistance in all problems, which do not come within the purview of educational and vocational guidance. This type of guidance starts from early childhood and continues throughout the life of the individual. The socio-personal guidance has acquired great importance in human existing conditions because of the following reasons: (a) emotional problems (b) mental ill-health (c) high percentage of delinquency (d) attitudes counselling which is a process of enabling the individual to know himself and his present and possible future situations so that he or she can make substantial contributions to the society and solve his own problems (Coleman, 2017). Vocational or career guidance and counselling as further observed is a process of assisting students to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping students make decisions and choices involved in planning a future and building a career. Vocational or career guidance deals with assisting an individual or students to opt for the right occupation or job (Lovely Professional University, 2012).

All the above-mentioned guidance and counselling programmes exists in the school system in order to assist students solve their personality problems associated with their different developmental task areas. Guidance and counselling programmes are therefore, exquisitely and flawlessly needed for the general management and administration of the Nigerian education system. The specific goals and objectives of guidance and counselling programmes are to; provide psychological support; promote adjustment and resource provision; assist in problem solving and decision making; improve personal effectiveness, insight and understanding; promote self-actualization; and achievement of positive mental health. Its scope is all pervading and very vast in the light of modernization and industrialization and is ever increasing. As life is getting more and more complex each day by day, the problems for which experts help (like the guidance counsellors in schools) are very much needed and are rapidly changing, likewise, increasing (Arumugam, Shanmugavelu, Parasuraman, Sathya, Kannan, Kumar & Singh, 2021; Lovely Professional University, 2012; Okumu, 2018). Hence, the main areas of guidance and counselling needs in schools as further pointed out by Kumar (2010:20) are broadly divided into three categories of the; (i) problems of learning, (ii) problems of preparation for vocation, and (iii) problems of sex and inter-personal relations. Guidance and counselling however, according to Saharan (2018) is considered important based on the following importance and rationale that it promotes self-understanding and self-direction; promotes optimal development of an individual; helps an individual solve different problems; helps in academic growth and development; helps in making vocational choices; promotes social, as well as, personal adjustment of an individual; promotes better family life; promotes optimal use of resources in school; and promotes

sustainable national development in the society. Through effective guidance and counselling programmes, school counsellors advise and guide students' in their learning for higher academic performances and greater achievements. The school guidance counsellor, whom must be efficient in their work especially in rendering his or her services, on the other hand, is seen as a professional expert, psychologist or individual trained to handle problems in any of the three broad areas of guidance and counselling programmes previously mentioned in the study such as, the educational or academic guidance and counselling, socio-personal guidance and counselling, and vocational or career guidance and counselling. The central and fundamental role of the school guidance counsellor is the assistance given to the students or clients to understand 'self' in the areas of education, vocation and socio-personal. The roles and functions of guidance counsellors in the school as indicated by Adamu (2014) and Ojo and Rotimi (2014) are special services provided by professional guidance counsellors under the essential units of guidance and counselling on which they are trained. They include appraisal service, counselling service, information services, planning service, placement service, follow-up service, orientation service, evaluation service, consulting service, and referral service. According to the American School Counselor Association (ASCA, 2020), the professional counsellor provides data analysis to identify students' issues, needs and challenges. He or she listen to students' concerns about their academic, emotional and social problems as it affects their education. The counsellor in the school is to help students experiencing difficulty to overcome or cope with it and to understand the environment very well so that he/she can anticipate, circumvent and, if possible, forestall difficulties which may arise in future, therefore, preventing students from falling into them (ASCA, 2020). It is also the school counsellor's role to help the individuals to plan and derive maximum benefits from educational, social and vocational experiences which will enable them to discover and develop their potentials (ASCA, 2020). In order to do this, likewise, execute all tasks/functions, the guidance counsellor must be efficient in rendering all their services for sustainable development of guidance and counselling programmes. Besides, sustainable development of guidance and counselling programmes as described by Mensah (2019) can be referred to as developments in the society through the institution of effective guidance and counselling programmes which meets the needs of the current generation without compromising the ability of future generations to meet their own needs.

Sustainable development (SD) has become the buzzword in development discourse, having been associated with different definitions, meanings and interpretations. Taken literally, SD would simply mean development that can be continued either indefinitely or for a given time period. Structurally, the concept can be seen as a phrase consisting of two words, "sustainable" and "development". Just as each of the two words that combine to form the concept of SD, that is, "sustainable development", has been defined variously from various perspectives, the concept of SD has also been looked at from various angles, leading to a plethora of definitions of the concept. Although definitions abound with respect to SD, the most often cited definition of the concept is the one proposed by the Brundtland Commission Report (Schaefer & Crane, 2005). The Report defines SD as development that meets the needs of the current generation without compromising the ability of future generations to meet their own needs. Sustainable development however, covers all-round ecological

development which includes social, economic, cultural, political, religious and environmental developments (Mensah, 2019). Abubakar (2017) argues that SD is a core concept within global development policy and agenda. It provides a mechanism through which society can interact with the environment while not risking damaging the resource for the future. Thus, it is a development paradigm as well as concept that calls for improving living standards without jeopardizing the earth's ecosystems or causing environmental challenges such as deforestation, water and air pollution that can result in problems such as climate change and extinction of species (Browning & Rigolon, 2019). Evers (2018) further relates the concept to the organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. Considered from this angle, SD aims at achieving social progress, environmental equilibrium and economic growth. This further implies that, achieving SD in guidance and counselling programmes is an effort at guaranteeing a balance among human economic growth, environmental integrity and social well-being (Gossling-Goidsmiths, 2018; Zhai & Chang, 2019). From the foregoing discussions, although guidance and counselling at the secondary schools in Delta State has received some recognition and increased research attention; yet guidance counsellors work efficiency through service delivery may not be effective. It further appears that guidance and counselling needs which will aid counsellors' work efficiency in secondary schools including those in Delta State are academic, financial, social and personal (Sedofia, 2021). These needs can equally be met adequately if counsellors work efficiency are improved for sustainable development of guidance and counselling programmes. This situation has however drawn the present study's attention towards improving guidance counsellors work efficiency for promotion of sustainable development of guidance and counselling programmes, which will require exploring different ways or strategies which might involve effective policy implementation of guidance and counselling programmes in schools, adequate mobilization of both human, physical and material resources in guidance and counselling, implementing effective quality control system in guidance and counselling through thorough supervision, constant counsellors' motivation, support for school counsellors' constant professional capacity building, effective collaborations with all the stakeholders, among many others.

Ijere (2015) opined that schools' guidance and counselling programmes need to be restructured so that they become responsive to the existing social, economic and political realities within today's complex and diverse society. However, there is the need to strengthen the school guidance counselling services through effective policy implementation, quality service delivery and adequate provision of facilities. The implementation of the policy deserves wider consultation, involving all the stakeholders such as: schools, counsellors, teachers, parents, students and the community at large (Ijere, 2015). Previous empirical studies have equally indicated several ways of improving guidance and counselling in different educational institutions. Studies like those of Adeyemo (2014), Alale (2019), Cheruiyot and Orodho, (2015), Ezugoh (2017), Mbongo (2013), Odeleye (2017), Sedofia (2021), Tsikati (2018), Waititu and Khamasi (2010) reported several ways and strategies that could be employed in order to improve guidance and counselling in schools, although many schools have been reluctant in exploring the various ways. But all these previous studies have

their findings and own mix which warrants the present study. Most of them focused mainly on the guidance and counselling programmes without looking at the ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools. This shortcoming has equally necessitated the present study. Besides, the Federal Republic of Nigeria (FRN, 2014) also gave directives in the National Policy on Education (NPE) indicating the need for constant in-service training and capacity building programmes, adequate provision of resources, equipment and facilities including other machineries, use Information Technology (IT), among others, to support and develop educational support service programme such as guidance and counselling and counsellors' work efficiency inclusive in the country. Counsellors' work efficiency is when they carry out the correct tasks in the right way, with the least waste of time and effort. In essence, improving counsellors' work efficiency is about helping them to work smarter and harder tailoring towards achieving educational goals and objectives. Banton (2022) described work efficiency as the peak level of performance that uses the least amount of inputs to achieve the highest amount of output. Efficiency requires reducing the number of unnecessary resources used to produce a given output, including personal time and energy. It is the ability to achieve an end goal with little to no waste, effort, or energy. Being efficient means that a counsellor can achieve his or her results by putting the resources he or she has in the best way possible. It is therefore, upon this background that the present study sought to explore and find out ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.

Statement of the Problem

Guidance counsellors make significant contribution in order to improve guidance and counselling in schools for sustainable development. However, most times the school counsellors encounter difficulties in the process of executing their functions which makes it difficult for the actualization of the goals and objectives of guidance and counselling programmes in schools including those in Delta State. The researcher observations from most of the secondary schools in Delta State showcase that school counsellors do not efficiently carry out their specific functions in schools due to several factors. Most of them have abandoned their counselling work to focus more on the normal academic teaching task; which has negative consequences on sustainable development of guidance and counselling programmes in schools. This ugly situation equally has consequences on the future grandaunts of the school system because education does not only involve academic but also all-round and full personality development of the individual physical, psychological, social and educational development. This is where counsellors' roles are most needed for sustainable development of guidance and counselling programmes in schools. However, the situation calls and demands to explore ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools, especially, those in Delta State, and this has equally, become the problem of this present study.

Purpose of the Study

The purpose of this study was to explore the different ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State. The specific objectives of this study ascertained:

1. The adequate mobilization of resources for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.
2. The use of various means of motivations for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.
3. The support for constant capacity building training for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.

Research Questions

The following research questions were raised to guide the present study:

1. How adequate are resources mobilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?
2. How are the various means of motivations utilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?
3. How are counsellors supported through constant capacity building training for improving their work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?

Methodology

The study employed the descriptive survey research design. This research design entailed using a research instrument, the questionnaire, to collect data from a sample of counsellors within a large population of counsellors in public secondary schools in Delta State. Information retrieved from the sample of 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 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 21-item questionnaire developed by the researcher and titled "Exploring Ways of Improving Counsellors' Work Efficiency for Sustainable Development of Guidance and Counselling Programmes Questionnaire (EWICWESDGCPQ)" 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 scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. Both validity and reliability of the questionnaire were established. The questionnaire was validated by three experts from guidance and counseling department, Nnamdi Azikiwe University Awka, Anambra State. The experts validated questionnaire to determine its face and content validity. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. The instrument was corrected before its final administration. Reliability of the instrument ascertained through a pilot test conducted once administering the instrument to a sample of 15 counsellors from 15 secondary schools in Anambra State, which was not part of the study. Anambra State shares boundary with Delta State and both States has something in common in their secondary school administration. Data obtained from the counsellors who were respondents were computed using the Cronbach Alpha method which gave internal consistency reliability coefficients of 0.81, 0.83 and 0.87 for the three clusters and were added up and divided to give an overall value of 0.84. 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 counsellors, in their respective schools to wait and collect the necessary information from them. The three research assistants were instructed on how to collect the necessary information from the counsellors using the questionnaire. At first, the research assistants took permission from the principal before administering the questionnaire to the counsellors. Distribution of the questionnaire to the respondents took a period of one week. A total of 236 copies of the questionnaire were distributed to 236 counsellors and all of them were retrieved at a 100% rate of return. Data collected from the respondents were analyzed using the mean score rated at 2.50 and standard deviation. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as Agree. Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree.

Results

Research Question 1: How adequate are resources mobilized for improving counsellors’ work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?

Table 1: Mean Score Ratings and SD of Counsellors on How Adequate Resources Are Mobilized for Improving Counsellors’ Work Efficiency for Sustainable Development of Guidance and Counselling Programmes in Secondary Schools in Delta State

N = 236 Counsellors

S/N	Please indicate how adequate the under listed resources are mobilized for improving counsellors’ work efficiency for sustainable development of guidance and counselling programmes in your school.	SA	A	D	SD	Mean	SD	Decision
1.	Writing materials are adequately mobilized for improving counsellors work efficiency in guidance and counselling	30	50	88	68	2.18	0.99	Disagree
2.	Well-furbished counselling laboratory are adequately mobilized for improving counsellors work efficiency in guidance and counselling	19	38	123	56	2.08	0.84	Disagree
3.	Psychological Test kits are adequately mobilized for improving counsellors work efficiency in guidance and counselling	16	24	127	69	1.94	0.81	Disagree
4.	Updated reading materials in vocational or career guidance and counselling are adequately mobilized for improving counsellors work efficiency in guidance and counselling	36	44	67	89	2.11	1.08	Disagree
5.	Updated reading materials in educational or academic guidance and counselling are adequately mobilized for improving counsellors work efficiency in guidance and counselling	29	42	101	64	2.15	0.96	Disagree
6.	Updated reading materials in socio-personal guidance and counselling are adequately mobilized for improving counsellors work efficiency in guidance and counselling	12	34	107	83	1.89	0.83	Disagree
7.	Laptops including desktop computers together with its tools for e-counselling are adequately mobilized for improving counsellors work efficiency in guidance and counselling	21	35	80	100	1.90	0.96	Disagree
8.	Internet resources for e-counselling are adequately mobilized for improving counsellors work efficiency in guidance and counselling	18	20	87	111	1.77	0.90	Disagree
9.	Projectors are adequately mobilized for improving counsellors work efficiency in guidance and counselling	23	43	109	61	2.12	0.90	Disagree
Grand Mean Score & SD		=				2.02	0.93	Disagree

Analysis of data from Table 1 indicated that all the items from 1 to 9 were rated below 2.50 of the acceptable mean scores. This result showed that the respondents (that is; school counsellors) disagreed to these statements without showing their agreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.02 and 0.93

showed that there was no deviation in the respondents' responses. The result therefore, revealed that all the resources were not adequately mobilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.

Research Question 2: How are the various means of motivations utilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?

Table 2: Mean Score Ratings and SD of Counsellors on How the Various Means of Motivation Are Utilized for Improving Counsellors' Work Efficiency for Sustainable Development of Guidance and Counselling Programmes in Secondary Schools in Delta State

N = 236 Counsellors

S/N	Please indicate how the various means of motivation are utilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in your school	SA	A	D	SD	Mean	SD	Decision
10.	Incentives are constantly provided to improve counsellors work efficiency in school	22	52	119	43	2.22	0.85	Disagree
11.	Monetary rewards in form of money for extra work done by counsellors are available in order to improve their work efficiency	33	51	64	88	2.12	1.06	Disagree
12.	Non-monetary rewards such as praises, recommendation letters, etc to improve counsellors work efficiency are utilized in school	24	37	102	73	2.05	0.93	Disagree
13.	Counsellor are allowed to have the autonomy and freedom to exercise certain decisions for their work efficiency in school	40	49	94	53	2.32	1.00	Disagree
14.	Professional team building among counsellors are adequately encouraged for their work efficiency in school	18	38	80	100	1.89	0.94	Disagree
15.	Counsellors are granted promotion as at when due in school	25	53	69	89	2.06	1.01	Disagree
16.	Counsellors are actively consulted during the process of participatory decision making in school	14	48	77	97	1.91	0.92	Disagree
17.	Good welfare packages are established for counsellors for their work efficiency in school	28	50	45	113	1.97	1.08	Disagree
18.	Constant use of constructive supervision to support counsellors work efficiency is highly encouraged in school	31	61	82	62	2.26	0.99	Disagree
Grand Mean Score & SD		=				2.09	0.99	Disagree

Analysis of data from Table 2 indicated that all the items from 10 to 18 were rated below 2.50 of the acceptable mean scores. This result showed that the respondents (that is; school counsellors) disagreed to these statements without showing their agreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.09 and 0.99 showed that there was no deviation in the respondents' responses. The result therefore,

revealed that the various means of motivations were not utilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.

Research Question 3: How are counsellors supported through constant capacity building training for improving their work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State?

Table 3: Mean Score Ratings and SD of Counsellors on How Counsellors' Are Supported through Constant Capacity Building Training for Improving their Work Efficiency for Sustainable Development of Guidance and Counselling Programmes in Secondary Schools in Delta State.

N = 236 Counsellors

S/N	Please indicate how counsellors are supported through constant capacity building training for improving their work efficiency for sustainable development of guidance and counselling programmes in your school	SA	A	D	SD	Mean	SD	Decision
19.	Counsellors are supported to constantly participate in seminars including workshops to improve work efficiency	30	46	85	75	2.13	1.00	Disagree
20.	Constant financial assistance are provided for counsellors attendance to local conferences in the school	19	55	102	60	2.14	0.89	Disagree
21.	Support for the use of guided practices in guidance and counselling is encouraged to improve counsellors work efficiency in school	21	48	69	98	1.97	0.99	Disagree
22.	Support for participation in international conferences abroad to other countries are constantly available for counsellors to improve their work efficiency	37	50	72	77	2.20	1.06	Disagree
23.	Constant support for postgraduate degree scholarship in guidance and counselling at the universities are constantly offered to counsellors to improve their work efficiency	33	64	79	60	2.30	1.00	Disagree
20.	Counsellors are highly supported to participate in workshops to improve their work efficiency	27	45	56	108	1.96	1.05	Disagree
21.	External professional organizations including agencies are consulted to constantly provide counsellors with training in order to improve their work efficiency	20	66	46	104	2.01	1.03	Disagree
Grand Mean Score & SD		=				2.10	1.01	Disagree

Analysis of data from Table 3 indicated that all the items from 19 to 21 were rated below 2.50 of the acceptable mean scores. This result showed that the respondents (that is; school counsellors) disagreed to these statements without showing their agreements to any of the statements on the table. The grand mean and standard deviation (SD) of 2.10 and 1.01 showed that there was no deviation in the respondents' responses. The result therefore, revealed the school counsellors were not supported through constant capacity building

training for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.

Discussion of Findings

Findings of the present study revealed that the various ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes through adequate mobilization of guidance counselling resources, utilization of various means of motivations, and constant support for counsellors' capacity building training were not been explored in secondary schools in Delta State. It was found out that all the guidance counselling resources necessary for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State were not adequately mobilized. This finding further discovered that all the resources which included the writing materials, well-furbished counselling laboratory, psychological test kits, updated reading materials in vocational or career guidance and counselling, updated reading materials in educational or academic guidance and counselling, updated reading materials in socio-personal guidance and counselling areas, laptops including desktop computers together with its tools for e-counselling, internet resources for e-counselling, and projectors were adequately mobilized for improving counsellors work efficiency in guidance and counselling for sustainable development of guidance and counselling programmes in secondary schools in Delta State. This situation however, necessitates exploring the use of adequate resources in order to improve counsellors' work efficiency in the secondary schools. This finding agrees with Sedofia (2021) study which found out that to improve guidance and counselling in COES and make it relevant to all students, all stakeholders should collaborate and play their roles effectively in mobilizing adequate resources for the programme. The finding of Sedofia (2021) study further indicated that guidance services in COES can be improved through ensuring confidentiality; providing facilities; retraining counsellors; sensitizing key players; providing funding; and formulating policies. Sedofia (2021) further found out that facilities are needed to improve guidance and counselling in colleges. Physical facilities are important for guidance and counselling (Cheruiyot & Orodho, 2015). One important physical facility in guidance is the counselling office. The sensitive nature of some of the issues that are presented in counselling requires that those issues are handled in a counselling office where confidentiality can be assured. There is also the need for material resources. Computers, printers and good internet connectivity are important 21st century counselling programmes (Sedofia, 2021).

Adeyemo (2014) study found out several factors such as explosion of students' population and inadequate number of classrooms and other resources, and problem of space or office accommodation which is common in the typical secondary school affects the sustainability of guidance and counselling programmes. This is particularly so in the urban centers (where counsellors may be found). This results into a situation in which there is hardly any spare room that can be released for counselling as the counsellor's office. Guidance may be given anywhere but counselling needs privacy if it is to be effective. One may see a counsellor interacting with a client in one corner of the staff room, under a tree or a place seemingly away from people but such areas are never distraction free. The best that occurs in schools

without a counselling office is guidance or educational/vocational counselling, not socio-personal counselling (Adeyemo, 2014). Alale (2019) study also discovered that inadequate funding, lack of computers and internet facilities plagued the effective delivery of guidance services in COES in the Northern part of Ghana. The availability, adequacy and utilization of physical facilities will undoubtedly improve guidance and counseling service delivery in the educational institutions. It is hence important that adequate guidance and counselling resources are explored and mobilized for improving counsellors work efficiency for sustainable development of guidance and counselling programmes in schools.

The finding of this present study indicated that the various means of motivations were not utilized for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State. The finding further discovered that incentives, monetary rewards in form of money for extra work done by counsellors, non-monetary rewards such as praises, recommendation letters, etc, autonomy and freedom to exercise certain decisions, professional team building among counsellors, granting counsellors promotion as at when due in school, actively consulting with the counsellors during the process of participatory decision making in school as means of motivating them, good welfare packages and constant use of constructive supervision to support counsellors work efficiency were not constantly provided and highly encouraged in school. This finding agrees and correspondences with Ezugoh (2017) which found out that adequate motivational strategies through the use of rewards, incentives, fringe benefits and overtime, among many others, were not provided for educations in the literacy centres.

Finally, findings of the present study indicated that the school counsellors were not supported through constant capacity building training for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State. This finding further confirmed that the school counsellors were not been supported to constantly participate and attend in seminars including workshops, local conferences and international conferences abroad to other countries, in order to improve their work efficiency. Also, the use of guided practices in guidance and counselling was not encouraged to improve counsellors work efficiency in school, likewise, constant support for postgraduate degree scholarship in guidance and counselling at the universities were not been constantly offered to counsellors to improve their work efficiency in school. Counsellors were not highly supported to participate in workshops to improve their work efficiency; and external professional organizations including agencies were not consulted to constantly provide counsellors with adequate training in order to improve their work efficiency. This finding is in line with the studies of Mbongo (2013), Odeleye (2017) and Waititu and Khamasi (2010) which found out that effective guidance and counselling service delivery depends largely on the counsellor's constant training and retraining. Equally very important is periodic in-service training to update the knowledge and skills of counsellors. The changes taking place in the world today coupled with global emergencies like the coronavirus pandemic, call for a regular update of the counsellor's skills and knowledge. Retraining can help hone a counsellor's skills and make the counsellor more effective (Sedofia, 2021; Tsikati, 2018). Sedofia (2021) study confirmed that in-service training should be organized for counsellors to update and upgrade counsellors' skills as well. However, for sustainable

development of guidance and counselling programmes in school, counsellors work efficiency should be supported through constant capacity building training. All these finding however, calls for priority concern and attention to be channeled towards improving counsellors work efficiency in schools for sustainable development of guidance and counselling programmes by exploring different means and ways as well.

Conclusion

Guidance and counselling programmes are very importance educational support services which enables students to discover their potentials so as to attain and reach maximum and greater heights in the society. However, no quality guidance and counselling programme can take place without quality counsellors; whose work efficiency matters a lot for sustainability of all the guidance and counselling programmes in school. Notwithstanding, the only way guidance and counselling programmes can be made very made very effective and sustainable in the secondary schools in Delta State in order to serve the recipients is by exploring different or various ways for improving the counsellors' work efficiency in the schools. The present study however, submits and concludes that the various ways of improving counsellors' work efficiency for sustainable development of guidance and counselling programmes through adequate mobilization of guidance counselling resources, utilization of various means of motivations, and constant support for counsellors' capacity building training were not been explored in secondary schools in Delta State. For sustainable development of guidance and counselling programmes in the secondary schools, various ways should be explored to improve and support counsellors' work efficiency in schools.

Recommendations

From the findings of this study the following recommendations were made:

1. Delta State government in collaboration with the Post Primary Education Board (PPEB) should provide funds for adequate mobilization of guidance counselling resources which will aid in improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in the State.
2. Secondary school principals with the support from PPEB should utilize various means of motivations for improving counsellors' work efficiency for sustainable development of guidance and counselling programmes in secondary schools in Delta State.
3. Principals should explore funds from external sources such as the non-governmental organizations and private individual in order to support school counsellors' constant capacity building training for improving their work efficiency for sustainable development of guidance and counselling programmes in the secondary schools in Delta State.

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