

## RELATIONSHIP BETWEEN TEACHER-COUNSELLORS' QUALIFICATIONS AND IMPLEMENTATION OF VOCATIONAL GUIDANCE IN SECONDARY SCHOOLS IN DALA EDUCATION ZONE, KANO STATE, NIGERIA

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### Abstract

The study determined the relationship between teacher-counsellors' qualification and implementation of vocational guidance in secondary schools in Dala education Zone, Kano state, Nigeria. The objective of the study was to find out the relationship between teacher-counsellors' qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state. Based on this objective, three research questions and three null hypotheses were formulated. The study employed a survey design. The population of the study comprised of 101 teacher-counsellors of secondary schools in Dala Education Zone which made up to 101. Out of this population 80 teacher-counsellors were used as sample size and they were drawn using stratified random sampling technique. The instrument used for data collection was Researcher-Developed Questionnaire named Vocational Guidance Implementation Questionnaire (VGIQ). The content and face validation of the instrument was established and reliability of the instrument used for this study was established using test re-test method. PPMC was used in computing the correlation co-efficient of the instrument and a reliability index of 0.76 was obtained. The data collected were analysed using mean, standard deviation, Pearson product moment correlation and t-test for independent sample. The finding revealed that; there is significant relationship between teacher-counsellors' qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.

**Keywords:** Teacher-counsellor, Qualifications, Implementation, Vocational Guidance

### Introduction

Teacher-counsellors' qualifications are the basic requirement for the implementation of desired vocational guidance in secondary school. Qualification is any process, ability or attribute that qualify somebody to perform or participate in an activity or programme. The minimum qualification of professional counsellors in Nigeria is Masters Degree in guidance and counselling. Therefore, due to shortage of these professional counsellors, classroom teachers with any educational qualification are appointed in secondary schools to be in charge of guidance and counselling activities. These appointed teacher-counsellors need professional

qualification in order to be able to perform their duties effectively especially in the implementation of vocational guidance. Counsellors' qualifications are fundamental in counselling profession. It is also a yardstick that differentiates between professional and Paracounsellors. The qualified counsellor helps students or clients in the successful planning and implementation of vocational development especially in secondary schools. This will enable secondary school students to develop and cope with challenges related to their educational, vocational and personasocial well-being.

The provision of National policy on Education (2004:11) categorically emphasised on the appointment of qualified counsellors in post primary institutions. Since qualified personnel in this category are scarce, teacher-counsellors should be appointed. Due to this mandate school administrators appoint teacher-counsellors indiscriminately. Some appointed teacher-counsellors have no any qualification related to education. Likewise some teacher-counsellors are appointed by virtue of their age, social and religious background. As such, teacher-counsellors that are appointed base on these criteria may not be able to render the guidance services as expected. Also many of them are ignorant on what the role a teachercounsellor is expected to play in rendering guidance and counselling services. Professional counsellors are absolutely scarce in secondary schools. Those that are available are mere Para-counsellors who have insufficient knowledge and skills to implement the guidance and counselling programmes effectively in secondary schools. Being one among the compulsory programme to be organized and implemented in secondary schools. The National Policy on Education gave mandate to every school administrators to appoint teacher-counsellors and provide them with the necessary training that will qualify them to render guidance and counselling diligently.

Lack of professional qualification for the appointed teacher-counsellors in secondary schools is a hindrance for the effective implementation of guidance and counselling services especially vocational guidance. Therefore, it is necessary for them to apply and enrol into higher degree and advance their knowledge in guidance and counselling. Because there are certain requirements needed for a counsellor to be qualified and professional, which is minimal of Master Degree in Guidance and Counselling which is lacking in the considerable number of counsellors presently in secondary schools.

Vocational guidance which is regarded as inevitable among guidance and counselling services, it is now neglected and students become unfocused with poor direction on vocational choice. Some of the challenges that are facing the implementation of the vocational guidance in secondary schools include inadequate time, un-cooperative clients, lack of parental support, shortage of qualified personnel, heavy workload for teacher-counsellors and unsupportive school administration, inadequate facilities and finance. Ngumi (2003) noted that unless these challenges are addressed the impact of the implementation of vocational guidance secondary schools may not be felt as intended. Therefore, he asserted that teacher-counsellors should be provided with training, facilities and funds by the government and school administration. Also teacher-counsellors should be employed on full time basis, time allocated for vocational guidance activities and the workload of teacher-counsellors be reduced to address the challenges of teacher-counsellors in the implementing of vocational guidance.

Lack of professional skills for the implementation of vocational guidance programmes in secondary schools is among the factors related to counsellors' qualifications. Therefore secondary school students face difficulties in decision making. Choice of subjects and courses of study in school have always been difficult issue before the students especially in the schools where vocational guidance activities are not implemented due to unqualified teacher-counsellors. Some students select a vocation in order to please their parents, peers or whatever. They don't consider their interest, abilities and other potentialities that will make them fit for the job. Moreover, students do not know the routine features that characterize work.

For instance, in industry, the mental health hazards of alienating work include an increase in drug use, alcoholism, absenteeism, on-the-job accidents, depression, withdrawal, and forms of mental disturbance. The students should be assisted to be aware of such hazards as well as of actual working conditions. Also our society places values on certain jobs. Some jobs are believed to be exclusively for males, while others are regarded as for females. For example, midwifery is traditionally thought to be for females only, while architecture is thought to be a man's job.

### **Vocational Guidance**

Vocational guidance is the process of helping an individual to choose an occupation, prepare for it, enter upon it, and progress in it. Ezeji (2001) defined vocational guidance as the process of helping a person develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it to reality, with satisfaction to himself and benefit to society, Vocational guidance does not restrict itself only to occupational adjustments but also embraces the educational aspect of youth and the attitudes, feelings, and anxiety that revolve around the allimportant problems of work, occupation status, job satisfaction, security and many other facets of earning a livelihood on which society places a premium. Vocational guidance was originally thought to be provided only prior to training and employment. However, it is a lifelong process for many individuals at various stages of their lives. At such stages individuals reconsider and re-diagnose their capabilities and match them against the opportunities available. In this way, vocational guidance is aimed at helping students to make not only specific choices but also good decisions. It recognizes that flexibility, and a willingness to change, may be as critical for a student as the ability to commit oneself to a particular goal.

### **Functions of Vocational Guidance**

Among the functions of vocational guidance are the following:

1. Aid in placing talent where it is needed. The student is assisted to make the best possible vocational choice.
2. Strengthen the educational system by providing motivation and meaning to education. This means ensuring that the students' education, curricula and extra- curricular activities are useful, and will eventually result in something worthwhile. The students are encouraged to make maximum use of all educational opportunities, since these will be beneficial to them during their lives.
3. Add a feeling of security to the nation, the schools, and the student, so that all face the future with confidence. The student is helped to develop an ability to control his/her future.
4. Provide information about occupational opportunities. Students become aware of the world of work, and the range of available opportunities that exist.
5. Encourage students in decision-making. Decisions on what type of life a student would like to lead depend on his/her interests, values, abilities, skills, and motivation to learn.
6. Assist students to know themselves and their environment. Each student is helped to understand him/herself in terms of interests, potential skills, and abilities, in relation to the world of work.
7. Help students to deal with a variety of problems. Since the society in which students live is constantly changing, they have to adjust to change. For example, more emphasis is now given to self-employment and job generation than in earlier years.
8. Help students to understand the problems of unemployment and its causes.
9. Assist students to understand the process of making choices, and of the possible consequences of their decisions.
10. Enable students to acquire knowledge of the practical procedures needed for getting a job and progressing in it. (Ezeji, 2001).

### **Vocational Guidance in Secondary Schools**

The following services are employed within and outside the school system for helping men and women in choosing occupation: (Anabe, 2008).

1. **Individual Vocational Counselling:** Individuals are assisted to acquire knowledge of information about themselves. This is mostly in the area of their interests, abilities, needs, ambitions, limitations and their possible causes which will assist them to make better occupational choices.
2. **Career Conferences:** Career conferences are held for the beneficiary of the programme whereby employers and workers from different establishments are invited to talk to them about vocations in their establishment and the nature of their jobs respectively.
3. **Field Trip/Excursion:** Beneficiaries of the vocational guidance programme are taken out on visit to factory and industrial set-ups for passing vocational information. During this visit, the beneficiaries of the programme watch the workers at work and so gain more insight into the nature of jobs.
4. **Career Information Centres:** This is a centre created in the training institutions to give the beneficiaries of the programme information about categories of occupations available and how they could go about it.
5. **Parents' Conference:** Parents and teachers meet such as the Parents Teachers Association (PTA). During this conference, the parents are properly guided concerning the pros and cons of various disciplines and occupations as well as providing them with occupational and educational information that will help their children in future.
6. **Old Participants Association Day/Conference:** Apart from the PTA, old participants who have graduated from the institutions, set a day aside to organise a conference which they invite professional in the field of vocational guidance to deliver a talk about occupational/career choices. The provision of vocational guidance demands a high degree of competence and commitment on the part of the counsellor due to current complexity of the available occupation.

#### **Teacher-Counsellors' Qualification:**

The term qualification refers to the requirements, skills and knowledge that make somebody eligible to performing a particular activity, a particular programme or any other function. The requirements of training may be educational, social, political or economic so that a person can be fit in a position placed. Therefore, in guidance and counselling profession certain educational background is needed for one to be a qualified professional counsellor. However, the qualification of counsellor it seems generally acceptable that the minimum is a first degree in guidance and counselling in Nigeria.

The role of the availability of the professionally trained guidance and counselling teacher play a critical role in the implementation of the guidance and counselling in Secondary schools. The qualifications of the guidance and counselling teachers have an effect on the guidance and counselling implementation process and effectiveness. It has been noted that the necessary training of the guidance and counselling teacher positively affect the effectiveness of the services provided enhancing discipline in schools. In this context, (Gitonga, 2014) noted that the guidance and counselling teacher must possess personal capabilities in self-recognition and interpersonal working relationship. This is due to the fact that the guidance and counselling teachers interact with other people including students, school administrators and senior and junior teachers, and their interpersonal working relationships will greatly define their success (Orege, 2011). Proper and adequate professional qualification on these aspects ensures that the teacher-counsellor is competent (Ojwang, 2010).

**Counsellors' competence** refers to having skills, techniques and experience to render counselling services well and to the necessary standards. Counsellors are furnished with the essential skills and expertise that make them effective in the discharge of their duty. The guidance and counselling teachers should be people who have gone through vigorous training and acquired skills, techniques and experience. The level of

education for teacher-counsellors should be master's degree in counselling psychology. Teacher-counsellors require multicultural competence in order to counsel diverse students. They should be able to handle counter transference, stereotypes and ethnicity. Secondary schools administrators are appointing classroom teachers as teacher-counsellors, such teachers lack empathy, skills and techniques. They cannot keep secrets with confidence and therefore are not successful in their counselling practice (Gichinga, 2005). Internationally, teacher-counsellors' competence is determined by the level of educational training one has gone through. Accreditation body for counsellor programs is the Council for the Accreditation of Counselling and Related Educational Programs (CACREP), which provides international program accreditation in counsellor education disciplines including school counselling. In countries like United States, teacher counsellors must attain master's degree in counselling psychology to accredited, registered and certified and given certificate to practice as a counsellor. Such counsellors must be competent in about eleven areas in specialization including nationally certified school psychologist (NCSP), certificate of clinical competence (CCC), nationally certified school counsellor (NCSC).

### **Holland Theory of Vocational Choice**

The theory of vocational choice developed by Holland (1959) is one of the most widely researched and applied theories of vocational guidance. Based on the premise that personality factors underlie vocational choices, his theory postulates that people project self and world of work views onto occupational titles and make career decisions that satisfy their preferred personal orientations. The theory incorporates several constructs from personality psychology, vocational behaviour, and social psychology, including self-perception theory and social stereotyping.

### **Statement of the Problem**

Professional counsellors are absolutely scarce in secondary schools. Those that are available are mere Para-counsellors who have insufficient knowledge and skills to implement the guidance and counselling programmes effectively in secondary schools. Lack of professional qualification for the appointed teacher-counsellors in secondary schools is a hindrance for the effective implementation of guidance and counselling services especially vocational guidance. Vocational guidance which is regarded as inevitable among guidance and counselling services, it is now neglected and students become unfocused with poor direction on vocational choice. It is observed that the vast majority of secondary school leavers graduate without prerequisite knowledge on vocational world. This problem is directly related with teacher-counsellors' qualifications that in one way or the other affects the implementation of vocational guidance in secondary schools.

### **Research Objectives**

The objectives of the study; are to find out:

1. The relationship between teacher-counsellors' qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.
2. Gender difference in the implementation of vocational guidance between secondary schools teacher-counsellors in Dala Education Zone, Kano state.
3. The difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state.

### **Research Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teacher-counsellors' qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.

2. There is no significant difference in the implementation of vocational guidance between male and female teacher-counsellors in secondary schools in Dala Education Zone, Kano state.
3. There is no significant difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state?

### Methodology

The study adopted correlational research design. Correlation is research design used to describe the strength and direction of the relationship that exist between two or more variables. It is based on statistical test that indicate correlation coefficient between variables (Alston, 2017).

The population of the study comprises all teacher-counsellors of senior and junior secondary schools within Dala education zone. There are two (2) local government areas in Dala Education Zone, Dala and Gwale, with fifty-nine (59) secondary schools. Out of these fifty-nine (59) secondary schools, forty-two (42) are senior secondary schools while seventeen (17) are junior secondary schools, boys are twentyseven (27) and girls are thirty-two (32). There is total number of one hundred and one (101) teacher-counsellors across the Dala Education Zone.

A stratified sampling technique was used in selecting the required sample of this study. Based on this sampling technique the population is divided into homogenous subgroup, that is male and female teacher-counsellors of senior and junior secondary schools. Thus, samples was selected in the same proportion of the population that is from each Boys and Girls senior and junior secondary school in Dala Education Zone. The sample size of this study was 80 teacher-counsellors randomly selected across the secondary schools of Dala Education Zone using Research Advisors (2006). In order to have easy access of conducting this research a sample size was drawn from the entire population of the research which made up one hundred and one (101).

The instrument used for data collection is researcher developed questionnaire titled Vocational Guidance Implementation Questionnaire (VGIQ). The instrument was researcher-develop and was divided into two (2) sections that is section A and B. Section A contains of respondents' demographic information namely gender, qualifications, and school gender and type. While section B contains of 10 items on vocational guidance implementation. The researcher used four (4) likert scale format to score the items in the questionnaire.

The instrument was validated by experts in the field of Guidance and Counselling as well as Psychology in the Department of Education Bayero University, Kano. The reliability of the instrument for this study was established using test-retest procedure. Pearson Product Moment Correlation Coefficient was used to compute reliability coefficient of the instrument. Therefore, reliability index was established at  $r= 0.76$  coefficient.

### Results

**Hypothesis one:** There is no significant relationship between teacher-counsellor's qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.

**Table 1: Pearson Product Moment Correlation Analysis on the relationship between teacher-counsellor's qualifications and implementation of vocational guidance in secondary schools**

Variables	N	Mean	SD	Df	rvalue	p-value (2tailed)
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Teacher-counsellors' Qualification	80	2.5625	1.23087	78	0.898	0.001
Implementation of Voc. Guidance	80	24.4625	8.09429			

P-value = 0.001 > 0.05 significance. **Source:** Field Work (2020).

Table 1 above shows that a Pearson product moment correlation was computed on the relationship between teacher-counsellors' qualification and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano State. The result shows that positive correlation was found ( $r=0.898$ ,  $p=0.001$ ) at 0.05 level of significance and 78 degree of freedom. This indicates a significant relationship between teacher-counsellor's qualification and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state. Therefore hypothesis which states that there is no significant relationship between teacher-counsellor's qualifications and implementation in secondary school in Dala Education Zone, Kano state is rejected and alternate one is accepted thus it is concluded that teacher-counsellors' qualification promote implementation of vocational guidance in secondary school in Dala Education Zone, Kano state.

**Hypothesis Two:** There is no significant difference in the implementation of vocational guidance between male and female teacher-counsellors in secondary school in Dala Education Zone, Kano state.

**Table 2 t-test independent sample analysis on the implementation of vocational guidance between male and female teacher-counsellors in secondary schools:**

Gender	N	Mean	SD	Df	t-value	pvalue
Male	36	23.4722	7.12535	78	0.990	-1.011
Female	44	25.2727	8.80635			
<b>Total</b>	<b>80</b>					

P-value = -1.011 > 0.05 significance. **Source:** Field Work (2020).

Table 2 above presents t-test independent sample analysis on the implementation of vocational guidance between male and female teacher-counsellors in secondary schools in Dala Education Zone, Kano state. The table indicated that the t-value is (0.990) and the p-value of (-1.011) at 0.05 level of significance. This clearly shows that the null hypothesis which state that, there is no significant difference in the implementation of vocational guidance between male and female teacher-counsellors in secondary school in Dala Education Zone, Kano state is rejected and maintained that, There is significant difference in the implementation of vocational guidance between male and female teacher-counsellors in secondary school in Dala Education Zone, Kano state.

**Hypothesis Three:** There is no significant difference in the implementation of vocational guidance between Junior and Senior secondary schools in Dala Education Zone, Kano state.

**Table 3: t-test independent sample analysis in the implementation of vocational guidance between Junior and Senior Secondary Schools**

School type	N	Mean	SD	Df	t-value pvalue
Senior	53	25.0566	8.89558	78	0.919 1.029
Junior	27	23.2963	6.21917		
<b>Total</b>	<b>80</b>				

P-value = 1.029 < 0.05 not significance. **Source:**  
**Field Work (2020).**

Table 3 above presents t-test independent sample analysis in the implementation of vocational guidance between Junior and Senior Secondary Schools in Dala Education Zone, Kano state. The table indicated that the t-value is (0.919) and the p-value of (1.029) at 0.05 level of significance. This clearly shows that the null hypothesis which state that, there is no significant difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state is i retained and maintained that, There is no significant difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state.

### Summary of Findings

1. There is significant relationship between teacher-counsellors' qualifications and implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.
2. There is significant difference in the implementation of vocational guidance between male and female teacher-counsellors in secondary schools in Dala Education Zone, Kano state.
3. There is no significance difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state.

### Discussions

The first finding revealed that there is significant relationship between teacher-counsellors' qualification and implementation of vocational guidance in secondary school in Dala Education Zone, Kano state. Thus, give generalization that teacher-counsellors' qualifications strengthen the implementation of vocational guidance positively. This finding stressed that teacher-counsellors' qualification enhance and facilitate effective and adequate implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state. This is in line with the work of Abdul, (2012) stated that that lack of professional qualifications for teacher-counsellors is likely to have influence that is really undesirable on the students. Students are the ones who are in the receiving end of guidance and counselling services and if teacher-counsellors lack important components that are critical and understand the conditions which are core during counselling, they cannot be able to conduct counselling in an effective manner.

Another finding of the study revealed that there is significant difference in the implementation of vocational guidance between male and female teacher counsellors in secondary schools in Dala Education Zone, Kano state. This showed that implementation of vocational guidance differ significantly between male and female teacher-counsellors in secondary schools in Dala Education Zone. The literature review has provided an important framework for this topic and has broadened the ideas about what women counsellors face in their work with men. It cannot be seen simply as a personal struggle between counsellor and client, but must be understood in the larger social context. However, it is at the individual level that counsellor and client are negotiating what is a very political issue - the relationship between women and men. In this study it has explored the different ways in which women counsellors experience their work with men (Aura, 2003).



This finding revealed that there no is significant difference in the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state. This clearly indicates that difference does not exist in the implementation of vocational guidance between senior and junior secondary schools are all the same. This is in line with the work of Igoki (2013), where he states that an important consideration on teacher-counsellors' qualification for the implementation of vocational guidance in junior secondary is paramount to ensure that junior secondary students are exposed with the right skills, capabilities and attributes that will enable them to effectively manage their distinct learning needs. Likewise, Senior Secondary school students influence their academic achievement.

### Conclusion

In view of the statistical analysis and the result of findings from the study, the following conclusions were dawn. It can be concluded that the adequate implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state depends mainly on the qualification that teacher-counsellors obtained. It can be concluded that male teacher-counsellors implement relevant vocational guidance in secondary schools in Dala Education Zone, Kano state than female teacher counsellors because of the difference in term of qualification they possessed. It can be concluded that the quality of the implementation of vocational guidance between junior and senior secondary schools in Dala Education Zone, Kano state is homogeneous.

### Recommendations

Based on the outcome of the research work, recommendations were made as Follows;

1. Regular recruitment of qualified teacher-counsellors should be done to boost the capacity of the existing teacher-counsellors in order to improve and enhance the implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.
2. The recruitment of qualified teacher-counsellors should be on the principle of justice and equity irrespective of gender differences to promote the implementation of vocational guidance in secondary schools in Dala Education Zone, Kano state.
3. Adequate and relevant vocational guidance should be implemented and encouraged between junior and senior secondary schools in Dala Education Zone, Kano state.

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