

**RE-ENGINEERING THE MANAGEMENT OF COLLEGES OF EDUCATION  
FOR NATIONAL DEVELOPMENT IN COVID 19 ERA IN  
ANAMBRA STATE THROUGH PROVISION OF  
EDUCATIONAL SUPPORT SERVICES**

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**ABSTRACT**

The need towards promoting quality services in management of Colleges of Education (COEs) for national development in COVID 19 era in Anambra State warranted this present study. Three research questions guided the study. The study employed a descriptive survey research design. Population of the study comprised 670 academic staff from two colleges of education (COEs) in Anambra State (FCE (T) Umunze – 425 academic staff & Nwafor Orizu COE Nsugbe COE – 245 academic staff). Sample size of the study constituted 470 academic staff from two COEs in Anambra State selected at 70% using the purposive sampling technique. A researchers' self-developed questionnaire titled: "Re-Engineering the Management of COEs for National Development Questionnaire (REMCOENDQ). Three experts from the Departments of Educational Management and Policy, and Educational Foundations (Measurement & Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State validated the questionnaire. Reliability of the questionnaire was established through a pilot-test sampling 20 academic staff from two of the COEs in Enugu State. Data gathered from the pilot-test were analyzed using Cronbach Alpha method. The scores yielded internal consistency reliability coefficient values of 0.67, 0.70 and 0.84 for the three clusters, and were added up to give an overall coefficient value of 0.74, showing that the questionnaire was reliable. Data collated were analyzed using mean statistics rated at 2.50 and standard deviation. Findings of the study revealed among others that the extent of provision of the educational support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State were all to a low extent. From the findings, it was recommended among others that the Federal and State Governments with the cooperation from the regulatory agency, that is, the National Commission for Colleges of Education (NCCE) and financial support from external bodies such as NGOs, international organizations, corporate bodies and private individuals should make provisions for adequate funding of the COEs which will aid the constant provision of educational resource support services to a high extent for re-engineering the management of COEs for national development in the COVID 19 era.

**Keywords:** Re-Engineering, Management, Colleges of Education, Covid-19, Educational Support Services

## **Introduction**

The Nigerian Colleges of Education (COEs) are teacher education institutions charged with the responsibilities of training pre-service teachers for national development. They also offer Professional Diploma in Education (PDE) training courses for in-service teachers without educational background which will positively impact on national development. Colleges of Education (COEs) however through training, prepares teachers for their career at the basic education level, that is, at the Early Childhood and Care Education (ECCE) level, primary and junior secondary school levels. The COEs as one of the teacher education programmes are structured to equip teachers for the effective performance of their duties. The COEs play a pivotal role of preparing quality teachers for the provision of quality education at all levels of the education system. Hence, the quality of education provided in a country highly depends on teachers. Therefore, no education system can rise above the quality of its teachers (Federal Republic of Nigeria, FRN, 2013).

The goals of the COEs as outlined by the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) section 5, B.92 are to;

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- b. Encourage the spirit of enquiry and creativity in teachers;
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
- e. Enhance teachers' commitment to the teaching profession.

Attainment of all these educational goals is very crucial for national development and highly depends on re-engineering the management of the COEs in the country likewise those in Anambra State. The efficiency coupled with effectiveness of COEs cannot be actualized especially in this COVID 19 era without re-engineering the management of the system. Management refers to the way resources (both human & material resources) are effectively coordinated, controlled and utilized for achievement of educational goals and objectives. Akpakwu (2012) describes management as the proper control and coordination of educational resources and getting them into working order (Akpakwu, 2012). According to Ali and Abdalla (2017), educational management is an applied field of management. Educational management therefore, refers to the application of theory and practice of management to the field of education or educational Institutions. Effective re-engineering of the management of COEs for national development in COVID 19 era however will

entail that the leadership of the institutions including other stakeholders concerned like the government and regulatory body in Anambra State inclusive, perform certain functions such as planning, organizing, staffing, controlling, coordinating, directing, reporting and recording of work, documentation, budgeting and evaluation (Akpakwu, 2012). Besides, re-engineering education as conceived in this paper can be referred to as reorganizing the operations of an organization or education process or educational institution so as to improve efficiency for national development. According to Allen and Fifield (1999), the process of re-engineering in organizations is no longer a new concept. It has to do with a change in management strategy to obtain improvements in services. Within the context of education, it also includes the need for improved efficiency in administrative services, along with a greater range and flexibility in educational programmes than currently exists; here, new organizational structures are required. In all re-engineering the COEs especially those in Anambra State, will require a lot restricting and provision of educational support services in order to revitalize the entire education process for national development. National development on the other hand refers to overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government (Lawal & Oluwatoyin, 2011). National development therefore, can be best described as a comprehensive term which includes improvement in living standard of the people, increase in per capital income, by providing social amenities like education, medical care, social services, etc. to the citizens of the country. Education really is one of the major instrument for national development as indicated by the Federal Republic of Nigeria (FRN, 2013). To ensure re-engineering of the Nigerian education for national development is made possible and highly actualized, the Federal Republic of Nigeria (FRN, 2013) remarked that the management of all educational institutions including the COEs in Anambra State will be supported through the provision of educational support services.

Educational support services as described in the NPE by the Federal Republic of Nigeria (FRN, 2013) includes services that facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system. These educational support services as recognized in the policy document involves the provision of essential facilities and services such as standard school library, school meals and incentives, school gardens, health and nutritional services, sports and recreational facilities, guidance and counselling services, ICT infrastructure and information centres, Education Resource Centres, laboratories and workshops, Information and Technology (IT) laboratories, among others. The goals of these educational support services for re-engineering the management of COEs for national development in the COVID 19 era include; to develop, assess and improve educational programmes; enhance teaching and improve the competence of teachers; provide conducive environment for learning; make

learning experiences more meaningful and realistic for children and students; make education more cost-effective; promote in-service education; enhance access to learning; develop and promote effective use of innovative materials in schools; and promote partnerships with Non-Governmental Organizations (NGOs) and International Development Partners (IDPs) to access resources. In all, the provision of all these educational support services in the COEs in Anambra State will enhance the efficiency and effectiveness of the management of these institutions for educational goal(s) achievement. On the other hand, the achievement of the goals of COEs in Anambra State cannot be realistic without the provision of the educational support services. For instance, the COVID 19 era which presents deadly health challenges requires that ICT be fully integrated and incorporated into all education streams and system as a way of avoiding crowded places and maintaining social distancing. Also, the provision of science, arts and vocational laboratories in the COEs in Anambra State will help to improve practicals in the institutions, among others. The benefits of all these educational support services are enormous and cannot be overemphasized. Notwithstanding the important benefits of all these educational support services, yet, providing quality services and education in the COEs seems difficult and questionable. Jaiyeoba and Ademola (2010) observed that many higher education institutions including COEs in Anambra State and the universities are in devastating and deplorable state as a result of their bad conditions. Furthermore, the decline in the quality of higher education including Anambra State COEs have been attributed to a lot of crisis facing our institutions which includes enrolment upsurge, infrastructural crisis, financial crisis, shortage of staff and brain drain, among many others. Preliminary examinations from the state of affairs in some of the COEs in the country and in Anambra State showcases that many of these institutions lack the necessary educational facilities and support services such as ICT facilities to promote quality teaching and learning in this COVID 19 era. Also, the management of the COEs in Anambra State seems too poor and this could have caused the recent problem of low students' enrolment in many COEs not only in Anambra State but throughout the whole country (Ofoego&Ebebe, 2016). Because of the negligence and poor management of many COEs in Anambra State, students no longer want to enroll in their programmes. The devastating and poor situation of things has far much affected the sustainability of COEs currently been experienced in Anambra State in this present time. The deplorable state of affairs in Anambra State COEs as regards to low students' enrolment, shortage of educational resources coupled with poor infrastructural development, poor students' academic performances and achievement, lecturers' incompetence and poor job performances, administrative misconducts, indiscipline and other malpractices, among others, justifies the need for the present study on re-engineering the management of the COEs for national development in this COVID 19 era. Therefore, the present study sought to ascertain the extent to which these educational support services are provided for re-engineering the management of the COEs for national development in this COVID 19 era. Focusing on

three key areas of educational management, that is, the extent to which such educational support services as educational support resources, guidance and counselling support services, and health support services are adequately provided in the COEs. Although related empirical studies by Ahmed (2003), Mahai (2005), Mlay (2013), Obiechina and Ekenedo (2013), Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015), Peter, Okpa and Okoi (2020), Shagaya (2015), Usman (2016), Zuhairi, Adnan and Thaib (2007) have been carried out on educational facilities, ICT and other areas, all these studies have their various findings, mix and differences, which necessitates carrying out the present study in Anambra State. The present study sought to investigate the extent of re-engineering management of COEs for national development in COVID 19 era in Anambra State through effective provision of educational support services.

### **Statement of the Problem**

The management of colleges of education (COEs) for national development in COVID 19 era throughout the country including those in Anambra State seems to have been a difficult task. Preliminary examinations by the researchers from most of the COEs in Anambra State showcase that they seem to suffer administrative and infrastructural problems. Notwithstanding the present COVID 19 era, most of the COEs lack the requisite facilities and educational support facilities or services that will aid effective management of their institutions for national development. This poor situation of the COEs has raised a lot of concern from many education stakeholders such as administrators, academic staff and the researchers concerning the re-engineering of the management of COEs for national development through the provision of educational support services in the COEs and which has equally created a gap to be filled by the present study. Therefore, the need to examine and find out the extent of re-engineering the management of COEs for national development in COVID 19 era in Anambra State through effective provision of educational support services has become the problem of this study.

### **Purpose of the Study**

The purpose of this study is to examine the extent of re-engineering the management of COEs for national development in COVID 19 era in Anambra State through effective provision of educational support services. Specifically, the study sought to ascertain the following:

1. The extent of the provision of educational resource support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.
2. The extent of the provision of guidance and counselling support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.
3. The extent of the provision of health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.

## **Research Questions**

The following research questions guided the study:

1. To what extent are educational resource support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.
2. To what extent are guidance and counselling support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.
3. To what extent are health support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.

## **Methods**

The study employed a descriptive survey research design. This design was employed in order to collect data (information) from a sample of academic staff of two COEs in Anambra State out of the entire population as regards to the study and information gathered from those sampled were used to draw generalization concerning the study as well. Population of the study comprised 670 academic staff from two colleges of education (COEs) in Anambra State (FCE (T) Umunze – 425 academic staff & Nwafor Orizu COE Nsugbe COE – 245 academic staff). The choice of selecting only the academic staff of two COEs was based on the fact that they were in better position to describe and give account on the extent of the provision of educational support services such as educational support resources, guidance and counselling support services, and health support services for re-engineering the management of COEs for national development in Anambra State. Sample size of the study constituted 470 academic staff from two COEs in Anambra State selected at 70% using the purposive sampling technique. To select this sample, 70% of the academic staff were conveniently and simultaneously drawn from each of the COEs in Anambra State based on the researchers' choice. Justification for selecting the sample at 70% was a means to enable the researcher to have controllable sample size of academic staff population in Anambra State. The choice of sampling selection is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for a research work. A researchers' self-developed questionnaire titled: "Re-Engineering the Management of COEs for National Development Questionnaire (REMCOENDQ)" containing 18 items and structured on a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE), was used for data collection. Construction of the instrument was based on the purpose of the study and research questions. Three experts from the Departments of Educational Management and Policy, and Educational Foundations (Measurement & Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State validated the questionnaire. These experts determined the face and content validity of the instrument, by making useful corrections that led to the modification of the research instrument. Reliability of the

questionnaire was established through a pilot-test sampling 20 academic staff from two of the COEs in Enugu State. Data gathered from the pilot-test were analyzed using Cronbach Alpha method. The scores yielded internal consistency reliability coefficient values of 0.67, 0.70 and 0.84 for the three clusters, and were added up to give an overall coefficient value of 0.74, showing that the questionnaire was reliable. Data collated were analysed using mean statistics rated at 2.50 and standard deviation. The decision rule for interpreting the scores on each statement on the questionnaire was benchmarked on a midpoint scale of 2.50. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of high extent, and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of low extent, and therefore, not accepted.

## Results

Research Question 1. To what extent are educational resource support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.

### Mean Scores and SD of Academic Staff on the Extent of the Provision of Educational Resource Support Services for Re-Engineering the Management of COEs for National Development in COVID 19 Era in Anambra State

N = 470 Academic Staff

S/N	Statements: Please indicate the extent to which the underlisted educational resource support services are provided in the college	VHE	HE	LE	VLE	Mean Score	SD	Decision
1.	Technological resource services such as computers, desktops, photocopiers, projectors, public address systems and other electronic resources, etc	85	105	136	144	2.28	1.08	<b>Low Extent</b>
2.	Conducive building for e-library, science and arts laboratories, technological workshops, well-furnished classrooms with adequate seats, etc	102	100	130	138	2.35	1.12	<b>Low Extent</b>
3.	Varieties of instructional	103	110	90	167	2.32	1.17	

	materials such as charts, maps, specimens, two- or three-dimensional objects, etc in the lecture halls to support teaching and learning								<b>Low Extent</b>	
4.	Sufficient tools for practicals in all laboratories and workshops	95	129	143	103	2.46	1.04		<b>Low Extent</b>	
5.	Up-to-date printed textbooks, research and reference materials including manuals in the library	118	84	152	116	2.43	1.11		<b>Low Extent</b>	
6.	Constant use of resource persons and consultancy services to support teaching and learning	65	121	117	167	2.18	1.06		<b>Low Extent</b>	
<b>Grand Mean and Standard Deviation Score</b>								<b>2.34</b>	<b>1.10</b>	<b>Low Extent</b>

Analysis of data on Table 1 shows that all the items from 1 to 6 were rated below 2.50 of the acceptable mean score by the academic staff of the COEs and none of the items were rated above the acceptable mean score. The grand mean of 2.34 and SD of 1.10 shows closeness in responses of the respondents. This result indicated a negative response from the respondents revealing that the extent of the provision of educational resource support services for re-engineering the management of COEs for National Development in COVID 19 era in Anambra State was to a low extent.

**Research Question 2.** To what extent are guidance and counselling support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.

**Mean Scores and SD of Academic Staff on the Extent of the Provision of Guidance and Counselling Support Services for Re-Engineering the Management of COEs for National Development in COVID 19 Era in Anambra State N = 470 Academic Staff**

S/N	Statements: Please indicate the extent to which the underlisted guidance and counselling support services	VHE	HE	LE	VLE	Mean Score	SD	Decision
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<b>are provided in the college</b>								
7.	Standard guidance and counselling clinic or centre with adequate equipment	94	102	160	114	2.37	1.06	<b>Low Extent</b>
8.	Functional vocational guidance and counselling services	50	105	153	162	2.09	0.51	<b>Low Extent</b>
9.	Functional educational guidance and counselling services	66	109	138	157	2.18	0.52	<b>Low Extent</b>
10.	Functional socio-personal guidance and counselling services	77	107	149	137	2.26	0.42	<b>Low Extent</b>
11.	Psychological testing kits available in the clinic or centre	90	110	147	123	2.36	0.39	<b>Low Extent</b>
12.	Use of referral services	88	105	127	150	2.28	0.52	<b>Low Extent</b>
<b>Grand Mean and Standard Deviation Score</b>						<b>2.26</b>	<b>0.89</b>	<b>Low Extent</b>

Analysis of data on Table 2 shows that all the items from 7 to 12 were rated below 2.50 of the acceptable mean score by the academic staff of the COEs and none of the items were rated above the acceptable mean score. The grand mean of 2.26 and SD of 0.89 shows closeness in responses of the respondents. This result indicated negative responses from the respondents revealing that the extent of the provision of guidance and counselling support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent.

Research Question 3. To what extent are health support services provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State.

### **Mean Scores and SD of Academic Staff on the Extent of the Provision of Health Support Services for Re-Engineering the Management of COEs for National Development in COVID 19 Era in Anambra State**

N = 470 Academic Staff

S/N	Statements: Please indicate the extent to which the underlisted health support	VHE	HE	LE	VLE	Mean Score	SD	Decision
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<b>services are provided in the college</b>								
13.	Well-furnished school clinic with adequate equipment	95	125	161	89	2.48	1.02	<b>Low Extent</b>
14.	Adequate medical practitioners in the clinic	100	107	141	122	2.39	1.09	<b>Low Extent</b>
15.	Ambulance for emergency	101	102	158	109	2.41	1.07	<b>Low Extent</b>
16.	Sanitary facilities such as washing hand basins, waste bins, hand sanitizers, detergents, disinfectants and portable water, etc available at every corner within the college premises	67	120	141	142	2.24	1.03	<b>Low Extent</b>
17.	Constant health talks with health practitioners organized for students and staff	55	103	166	146	2.14	0.99	<b>Low Extent</b>
18.	Adequate gender toilet provided for staff and students	70	110	147	143	2.23	1.04	<b>Low Extent</b>
<b>Grand Mean and Standard Deviation Score</b>						<b>2.32</b>	<b>1.05</b>	<b>Low Extent</b>

Analysis of data on Table 3 shows that all the items from 13 to 18 were rated below 2.50 of the acceptable mean score by the academic staff of the COEs and none of the items were rated above the acceptable mean score. The grand mean of 2.32 and SD of 1.05 shows closeness in responses of the respondents. This result indicated negative responses from the respondents revealing that the extent of the provision of health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent.

### Summary of Findings

The findings of this study revealed the following that;

1. The extent of the provision of educational resource support services for re-engineering the management of COEs for National Development in COVID 19 era in Anambra State was to a low extent.
2. The extent of the provision of guidance and counselling support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent.

3. The extent of the provision of health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent.

### **Discussion of Findings**

Findings of the study indicated that the extent of the provision of all the educational support services which includes the educational resource support services, guidance and counselling support service, and health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State were all to a low extent. It was found out that the extent of the provision of educational resource support services for re-engineering the management of COEs for National Development in COVID 19 era in Anambra State was to a low extent. This finding includes that technological resource services such as computers, desktops, photocopiers, projectors, public address systems and other electronic resources, etc; conducive building for e-library, science and arts laboratories, technological workshops, well-furnished classrooms with adequate seats, etc; varieties of instructional materials such as charts, maps, specimens, two- or three-dimensional objects, etc in the lecture halls to support teaching and learning; sufficient tools for practicals in all laboratories and workshops; up-to-date printed textbooks, research and reference materials including manuals in the library; and constant use of resource persons and consultancy services to support teaching and learning, were all to a low extent. This finding agrees with Peter, Okpa and Okoi (2020) study on educational support services and teachers' job performance in secondary schools in Akwa Ibom State, Nigeria found out that supporting teachers with adequate ICT support services improves their lesson presentation, knowledge of subject matter, and teaching strategies. This means that teachers who are given adequate educational resources such as ICT support services performed better than those who are not in terms of their lesson presentation, knowledge of subject matter and teaching strategies. The present study finding is at variance with the Federal Republic of Nigeria (FRN, 2013) which demanded that educational support services through educational or facility provision such as ICT resources, library resources, laboratories, among others, should be highly provided in educational institutions to support educational activities. Usman (2016) study on educational resources: an integral component for effective school administration in Nigeria confirmed that the state of infrastructural decay in many secondary schools in Nigeria is high and the pilfering of school facilities, lack of maintenance and proper inventory are all managerial problems associated with the availability and utilization of resources. The finding of a previous study by Ahmed in (2003) revealed that in most of the nation's schools, teaching and learning takes place under a most unconducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives. This finding agrees and is equally in line with Mlay (2013) study on provision of learner support services to undergraduate students of the open university of Tanzania: a case study of Temeke Regional centre which found

out that there was a great extent of the shortage and poor supply of study materials and library services to the students. The finding revealed further that quality of study materials in terms of set-up and printing was very poor since the available materials were photocopied, kept in loose bind with mixed page numbers and other pages were missing. Moreover, the students revealed that they were not satisfied with the quality of library service provided at the HQ because in spite of being far, there were few reference books and even the few materials in place were out dated did not accommodate all the students in need of the service. Quality of library service was very poor since it was not available at the centre and even at the HQ where it was found, the library was small with few reference books which were out dated. Moreover, quality of the study materials was also poor since were photocopied, kept in loose bind with mixed page numbers and other pages were missing hence to be not helpful to students. The same finding was previously reported in a study by Mahai (2005) that study materials were scarcely and untimed provided to OUP students of Mwanza and Kagera Regions Centres. It may be argued that, supply of study materials in any academic institution depend largely on its production, provision and availability of the respective materials which are to be ensured by the institutional administration. Poor provision of educational resource support services to a low extent as revealed in the present study is the outcome of poor management of COEs for National Development in COVID 19 era in Anambra State which may eventually affect adversely the entire education process among students and staff requiring absolute re-engineering of the entire system.

It was further revealed through the finding of this present study that that the extent of the provision of guidance and counselling support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent. This includes that standard guidance and counselling clinic or centre with adequate equipment, functional vocational guidance and counselling services, functional educational guidance and counselling services, functional socio-personal guidance and counselling services, psychological testing kits available in the clinic or centre, and use of referral services, were all provided to a low extent in the COEs. The present study finding is equally at variance with the Federal Republic of Nigeria (FRN, 2013) demands which directed that educational support services through effective provision of varieties of guidance and counselling services, should be highly provided in educational institutions in the country. This finding corroborates and agrees with Mlay (2013) study which found out that the provision of guidance and counselling service to open university students was not established and therefore hardly provided due to lack of expertise and lack of adequate rooms for privacy. Lack of well-established and provision of guidance and counselling services to open university students would adversely affect students 'progress and confidence in learning since students were lacking daily contact with lecturers. The situation would eventually result to dropouts, poor academic achievement and even

prolonged period of programme completion (Mlay, 2013). Zuhairi, Adnan and Thaib (2007) study on provision of student learning support services in a large-scale distance education system at universitas Terbuka, Indonesia found out that student learning support system which includes services such as tutorial, academic advising and counselling, study group activity, academic administration services for students, and organization of student activities were not adequately provided in the institution. However, the poor provision of guidance and counselling support services to a low extent as discovered in the present study requires absolute re-engineering in the management of COEs for national development in COVID 19 era in Anambra State.

Finding of the study indicated further that the extent of the provision of health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State was to a low extent. This includes that the extent to which well-furnished school clinic with adequate equipment, adequate medical practitioners in the clinic, ambulance for emergency, sanitary facilities such as washing hand basins, waste bins, hand sanitizers, detergents, disinfectants and portable water, etc available at every corner within the college premises, constant health talks with health practitioners organized for students and staff, and adequate gender toilet provided for staff and students, were all to a low extent. The present study finding deviates and is at variance with the Federal Republic of Nigeria (FRN, 2013) which demanded that educational institutions should make adequate provisions of health facilities especially in this present COVID 19 era which could affect schools the most. This finding deviates and is at variance with Adejumo, Abolarin, Akinbodewa, Enikuomelin and Lawal (2019) study on assessment of students' satisfaction with university health care services in a medical university in southern Nigeria which found out that 51.7% of the students who received medical care at the temporary University Health Centre were satisfied with the health services. This agrees with the study by Shagaya (2015) who reported that 53% of students were satisfied with the health services received from their University Health Centre in Northern Nigeria. However, this is slightly lower than 60.6% reported by Obiechina and Ekenedo (2013) in a study done at a University Health Centre in Southwest Nigeria. The finding of this present study is however agrees with that of Rezaian et al study cited in Shagaya (2015) which reported that 73% of their respondents were unsatisfied with the health services in a Malaysian University. Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015) study on School Health Services in Nigeria: A sleeping giant found out that the status of School Health Services (SHS) as being practiced in the study location was poor and there was a reflection of the poor state of SHS in Nigeria thus raising the need for appropriate intervention by stakeholders. The findings has shown a lot of deficiencies in both human and material resources needed for the provision of appropriate SHS in the study area. With the poor situation of COEs towards the provision of educational support services in

Anambra State requires re-engineering of the management of these institutions for national development in COVID 19 era.

### **Conclusion**

This study examined the extent of re-engineering the management of COEs for national development in COVID 19 era in Anambra State through effective provision of educational support services. The study investigated the extent to which educational support services such as educational resources, guidance and counselling support service, and health support services were provided for re-engineering the management of COEs for national development in COVID 19 era in Anambra State. From the findings, this study concludes and submits that the extent of the provision of all the educational support services which includes the educational resource support services, guidance and counselling support service, and health support services for re-engineering the management of COEs for national development in COVID 19 era in Anambra State were all to a low extent. This poor situation could have been responsible for the managerial problems observed in the COEs and which continues to affect academic activities. Hence, the recommendations which has been proffered below.

### **Recommendations**

Based on the findings of this present study, the following recommendations have been proffered below:

1. The Federal and State Governments with the cooperation from the regulatory agency, that is, the National Commission for Colleges of Education (NCCE) and financial support from external bodies such as NGOs, international organizations, corporate bodies and private individuals should make provisions for adequate funding of the COEs which will aid the constant provision of educational resource support services to a high extent for re-engineering the management of COEs for national development in the COVID 19 era.
2. The COEs management should channel adequate attention to encourage adequate provision of guidance and counselling support services to a high extent for re-engineering the management of COEs for national development in the COVID 19 era.
3. The COEs management should likewise seek financial support from the government including the private sector and other non-governmental/voluntary organizations for the provision of adequate health support services to a high extent in the COEs which will ensure re-engineering the management of COEs for national development in the COVID 19 era.

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